**University of Missouri, St. Louis**
**IRL @ UMSL**

Dissertations

UMSL Graduate Works

7-28-2011

# Principals as Facilitators of Professional Development with Teachers as Adult Learners

Tonya Jamelle Jones-Clinton
*University of Missouri-St. Louis,* rulrn@yahoo.com

Follow this and additional works at: https://irl.umsl.edu/dissertation

Part of the Education Commons

PRINCIPALS AS FACILITATORS OF PROFESSIONAL

DEVELOPMENT WITH TEACHERS AS ADULT LEARNERS

BY

TONYA J. JONES-CLINTON

M.Ed., Educational Administration, University of Missouri – St. Louis, 2000
B.S., Elementary Education 1-8 & Special Education K-12, University of Missouri –
St. Louis, 1997

A DISSERTATION

Submitted In partial Fulfillment of the Requirements
for the degree of Doctor of Philosophy in Education
In the Graduate School of the
University of Missouri-St. Louis
July 2011

<u>Advisory Committee</u>

John A. Henschke, Ed.D.
Chairperson

Wolfgang Althof, Ph.D.

Pi-Chi Han, Ed.D.

Carole Murphy, Ed.D.

St. Louis, Missouri

UNIVERSITY OF MISSOURI-ST. LOUIS

GRADUATE SCHOOL

July 2011

*We hereby recommend that the dissertation proposal by*:

TONYA J. JONES-CLINTON

Entitled:

**PRINCIPALS AS FACILITATORS OF PROFESSIONAL DEVELOPMENT**

**WITH TEACHERS AS ADULT LEARNERS**

*Be accepted in partial fulfillment of the requirements for the degree of*:

Doctor of Philosophy in Education

_____     _____
Chairperson, Dr. John A. Henschke       Committee Member, Dr. Wolfgang Althof

_____     _____
Committee Member, Dr. Pi-Chi Han       Committee Member, Dr. Carole Murphy

TABLE OF CONTENTS

Transcripts also provided in printed form.

ABSTRACT

The purpose of this study was to investigate the experiences of teachers receiving professional development designed to enhance teacher's understanding and instructional use of curriculum from principals in an elementary school setting. Further, this mixed methods study examined competencies of principals in creating the conditions for learning in professional development designed to enhance teachers understanding and instructional use of curriculum by answering the following questions: How do Elementary school principals understand and apply the principles of adult learning in professional development designed to enhance elementary teachers' understanding and instructional use of curriculum? How do elementary school teachers experience receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting? What is the experience of the elementary teachers' change after receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting?

The participants for this study consisted of two primary groups, (1) elementary public school teachers and (2) elementary public school principals. To satisfy the quantitative portion of this study, participants completed a demographic questionnaire and the *Modified Instructional Perspectives Inventory (MIPI).* Results were analyzed using descriptive statistics. To satisfy the qualitative portion of this study, a sub-sample inclusive of 8 teachers and 4 principals were identified to participate in one semi-structured interview per participant. In addition, principals completed one observation.

Analysis of the quantitative data revealed that principals are perceived as average as it relates to their understanding and application of adult learning principles in professional development designed to enhance teachers' understanding and use of curriculum. Further a line-by-line analysis of the qualitative data identified five primary themes as they relate to principals as facilitators of curriculum related professional development and adult learning principles. The themes include: (a) principal's leadership qualities, (b) planning and implementing professional development, (c) climate, (d) instructional activities and strategies, and (e) accountability measures.

ACKNOWLEDGEMENTS

Special thanks to my advisor, Dr. John A. Henschke, for his guidance and expertise in the field of adult education. Thank you for providing me with the necessary tools and advise to begin and complete this dissertation. I will always remember your guidance, willingness to listen, encouragement and prayers.

I also want to send a prayer of thanks to the late Dr. Mary Cooper. Her unwavering support and encouragement catapulted me into the journey of a lifetime. She was so convincing that she made me believe that I could meet the challenges of this journey with perseverance and win. Although she is no longer with us, she is forever remembered.

I am grateful for the support and guidance I have received from my committee members, Dr. Wolfgang Althof, Dr. Pi-chi Han, and Dr. Carole Murphy. Thanks to each of you for devoting time and sharing ideas with me to successfully complete the writing of this dissertation. I will cherish the knowledge that I've gained from each of you for a lifetime.

To all participants in this study, it was a pleasure to work with each of you. Principals, thank you for sharing your personal experiences and words of wisdom with me. Teachers thank you for being so willing to contribute your time to complete surveys and share your experiences. Without each of you this study would not have been possible. Stay encouraged. You make a world of difference in the lives of our children.

My deepest gratitude goes to my family for their unflagging love and support. Thank you to my sons Christopher, Darryl, and Michael for being understanding and never complaining in spite of all of the time that I spent with my research. Thank you to

my mother Cheryl, my father Thomas, my sisters Tarasita, Jade, and Bianca, my brother Charles, and a host of other family members and friends for always being dependable and willing to help me to meet my daily responsibilities and encouraging me to continue striving onward no matter how impossible things seemed.

Last but not least, Thank you God for answering my prayers and giving me the strength to persevere despite the many obstacles that I encountered. Above all, I thank you Lord for my promotion from mother to Mimi. I am most thankful for my grandson, Christopher Jamall Owens, Jr. born February 06, 2010. The earning of this doctoral degree is not only for me, but for him as well. I dedicate this work to CJ. He is my greatest inspiration yet. May he be richly blessed in every facet of life. Thank you so much Dear Lord.

LIST OF TABLES

LIST OF TABLES (Continued)

LIST OF FIGURES

Chapter 1:  Introduction to the Study

The Elementary and Secondary Education Act (ESEA) was passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states.  In 2002, Congress amended ESEA and reauthorized it as the No Child Left Behind Act ( Department of Education, 2010).

The major focus of No Child Left Behind (NCLB) is to close student achievement gaps by providing all children with a fair, equal, and significant opportunity to obtain a high-quality education. As a means to accomplish this task, NCLB requires each state to establish state academic standards and a state testing system that meet federal requirements. This accountability requirement is called Adequate Yearly Progress (U.S. Department of Education, 2010).

The U.S. Department of Education (2010) reports that Washington received final approval of its state accountability plan from the U.S. Department of Education on August 6, 2008. In its current iteration, NCLB formally expired on Sept. 30, 2007. On March 14, 2010, President Barack Obama's Administration released A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act. This proposed reauthorization of ESEA gives increased focus to improved teacher quality, promoting school safety, closing the achievement gap and improving measures of progress through encouraging high academic standards, supporting struggling schools, strengthening the field of education, reducing the dropout rate and boosting college access through focusing on Common, rigorous, and internationally benchmarked

standards, Effective teachers and school leaders, Data-driven policy and classroom decision making, Turning around the lowest performing schools (U.S. Department of Education, 2010).

To further support this drive for the reauthorization of ESEA, two major national organizations have joined forces to develop and promote common academic standards--a key feature to reform efforts. According to the U.S. Department of Education (2009) The council of chief State School Officers (CCSSO) and the National Governor's association (NGA) have teamed up to launch the Common Core Standards Initiative. Together , CCSSO and NGA, with the support of 48 states and the district of Columbia, took much of 2009 to develop a set of core standards in English District of Columbia, took much of 2009 to develop a set of core standards in English Language Arts and Mathematics for students in kindergarten through 12$^{th}$ grade. This initiative is the highest-profile national effort to create rigorous, uniform academic standards preparing students across the country for success in postsecondary education and the workplace (U.S. Department of Education, 2010).

In 2009, the average National Assessment for Educational Progress (NAEP) reported that In a system where all states establish their own standards, many students are put at a disadvantage; minority and low-income students, too often, are included in this group. The National Center for Education Statistics (NCES) released a report in October 2009 mapping state proficiency standards onto the National Assessment of Educational Progress (NAEP) achievement scale. By mapping proficiency standards onto NAEP reading and math scales, NCES was able to evaluate the differences in rigor in reading and math standards across states(U.S. Department of Education, 2010).

The work of NGA and CCSSO through the Common Core State Standards Initiative strives to hold all students graduating from public schools in all states to the same set of rigorous "college and career readiness" standards, ensuring that these students possess the content knowledge and skills necessary for success in both college and the workplace. As this alliance for excellence in education progresses there is heightened accountability for schools whose students are having difficulty reaching their learning goals(U.S. Department of Education, 2010).

Current research demonstrates that the principal's role is second only to the classroom teacher's role in student achievement (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Further, schools that face significant obstacles are unable to make improvements without a strong leader to guide the difficult work of changing the school's culture (Duke, 2004). Therefore, in addition to traditional responsibilities, effective school leaders must be prepared to foster rich learning environments for students and adults in their buildings (Barth, 2001); open avenues for sharing expertise (Elmore, 2004); facilitate democratic dialogue (Scheurich & Skrla, 2003); build trust (Bryk & Schneider, 2002); and promote shared understanding and a sense of responsibility across classrooms and with parents (Elmore, 2004; Epstein, 2001; Porter & Soper, 2003). Effective school leaders must also be well equipped to provide support in the area of curriculum and instruction as illustrated in the Common Core State Standards. Marzano (2005) states that the building principal must be proficient at using data to understand and improve processes and outcomes in the learning environment.

This study builds on existing research and seeks to clarify the significance of principals as facilitators of professional development with teachers as learners. More specifically, the study focused on professional development designed to enhance

teachers' understanding and use of instructional curriculum as illustrated in the Common Core State Standards.

## Background to the Study

There are significant educational challenges facing the nation today. The National Assessment of Educational Progress (2009) reading and mathematics assessments reveal a troubling truth – that although all racial/ethnic groups have made gains since 2007 significant score gaps persisted between White students and their Black and Hispanic peers in 2009. Further, students' performance on the reading and mathematics assessments differed based on the location of the school they attended(U.S. Department of Education, 2009).

In 2009, the U.S. Department of Education reported that the National Assessment of Educational Progress (NAEP) reading assessments showed that both White and Asian/Pacific Islander students scored higher on average than Black, Hispanic, and American Indian/Alaska Native students. Also, American Indian/Alaska Native students was 5 points higher than for Black students, and the score for Hispanic students was 3 points higher than for Black students. Eighth-graders who were not eligible for free or reduced-price school lunch scored higher on average than those who were eligible, and students eligible for reduced-price lunch scored higher than those eligible for free lunch. In addition, students' performance on the reading assessment differed based on the location of the school they attended. In 2009, students attending schools in suburban locations scored the highest on average. Those in rural schools scored higher on average than students attending schools in cities and towns(U.S. Department of Education, 2009)..

The U.S. Department of Education (2009) also documented that the National Assessment of Educational Progress (NAEP) mathematics assessment results were consistent with results of the reading assessment. In 2009, 82% of fourth-graders were performing at or above Basic, and 39% were performing at or above Proficient. 73% of eighth-graders were performing at or above Basic, and 43% were performing at or above Proficient. Results remained consistent across performance levels and achievement-level results showed no change between 2007 and 2009, with 82% of fourth-graders performing at or above Basic, 39% performing at or above Proficient, and 6% performing at Advanced in both years (U.S. Department of Education, 2009).

In 2009 the racial/ethnic gaps persisted as did the 26-point score gap in mathematics scores between White and Black students, and the 21-point score gap between White and Hispanic students. Male students continued to score 2 points higher on average than female students. The average mathematics score for fourth-graders attending public schools was 7 points lower than the overall score for students attending private schools, and 6 points lower than for students in Catholic schools specifically(U.S. Department of Education, 2009).

In addition, students' scores have increased for students in city and rural schools. However, students' performance on the mathematics assessment differed based on the location of the schools they attended. In 2009, students attending schools in suburban locations scored the highest on average. Those in rural schools scored higher on average than students attending schools in cities and towns (U.S. Department of Education, 2009).

These statistics illustrate a troubling national trend; schools are failing to ensure that children are academically prepared. According to information obtained from the U.S.

Department of Education (2009) the challenge for the nation, as we move towards reauthorizing ESEA, is to learn from NCLB and prior efforts and create a high-achieving education system that works for every student in every school. One of the most significant effects of NCLB was to turn what many schools and districts established as a goal— "that all children will learn" —into national policy. There was unanimous agreement on this declaration of purpose among educators, parents, community members and public officials. NCLB put this goal into action by declaring that all children should reach a proficient level of academic achievement by 2014. While NCLB has met with great opposition since its inception, there is also broad support for holding schools accountable for reaching that ambitious goal (U.S. Department of Education, 2009) .

More recently, NCLB laid the foundation for closing achievement gaps and improving public schools. It has also had substantial effects on state mandates and school practices. According to the U.S. Department of Education (2009) a report from the Center on Education Policy (CEP), a national advocacy organization for public education, stated that teaching and learning are changing as a result of NCLB. Administrators and teachers have made a concerted effort to align curriculum and instruction with state academic standards and assessments.  Principals and teachers are also making better use of test data to adjust their teaching to address students' individual and group needs. Many districts have become more prescriptive about what and how teachers are supposed to teach. Some districts encourage teachers to follow pacing guides that outline the material to be covered by different points in the school year, while others have hired instructional coaches to observe teachers teaching, demonstrate model lessons, and provide teachers with feedback on ways to improve (Rentner, D.S., Scott, C., Kober, N., Chudowsky, V.,

Joftus, S., & Zabala, D., 2006).

Despite the aforementioned efforts, NAEP assessment scores remain extremely low. The Missouri School Improvement Plan (MSIP) reports declining Measurements of Academic Progress (MAP) scores in many Missouri school districts. Both nationally and as a state, it appears that children are still being left behind. For this reason, the National Commission on Teaching and America's Future (NCTAF) and NCLB issued reports on what matters most in education (NCTAF, 2009). Moreover, ESEA emphasized attracting and keeping great teachers and leaders in America's classrooms, supporting data systems to inform decisions and improve instruction, using innovation to turn-around struggling schools, and demonstrating and sustaining education reform (U.S. Department of Education, 2009).

In addition, attention continues to focus on NCLB teacher and principal 'Quality' expectations. Both teachers and principals are expected to be highly qualified and *effective*. Teachers must know what students need to learn and how to impart that knowledge, and demonstrate their ability to raise student achievement through fair, credible, and reliable measures of effectiveness. Like teachers, principals must also demonstrate their ability to provide the leadership necessary to increase student achievement through fair, credible and reliable measures of effectiveness. As with teachers, principals should also be supported in improving their skills and knowledge through high-quality professional development – specifically in areas directly related to student achievement(U.S. Department of Education, 2009).

In an effort to support this demand, Mid-Continent Research for Education Learning (McREL) (2005) reported that at the federal level, NCLB provided professional

development guidelines in its list of high-quality professional development for both teachers and principals. This further emphasized the fact that while achievement on accountability measures is important, it is also important to measure student achievement on tests that are closely related to the actual curriculum that the professional development addresses(U.S. Department of Education, 2009).

NCLB clearly communicates the critical relationship between instructional leadership and student achievement. Further, through NCLB the government attempted to address many of the imbedded issues with scientifically-based research. However, school districts and administrative leaders must assume responsibility for those critical issues that greatly impact student achievement. They must refer to current research for scientifically-based solutions.

## Statement of the Problem

In light of reauthorization of ESEA and the current educational policy, NCLB, there is a growing need for highly qualified teachers. Studies have shown the single greatest effect on student achievement is teacher quality (U.S. Department of Education, 2004a). Research also shows that teacher quality is unevenly distributed in schools, and the students with the greatest needs tend to have access to the least qualified and least effective teachers and principals (U.S. Department of Education, 2004a).

Research demonstrates that high-performing schools have principals who are effective leaders, and view staff development as one of the most important elements of their jobs (Richardson, 1998). According to Knowles, Holton, & Swanson (1998), effective leaders are those who are able to get people to follow their orders. It is imperative that the leader recognize that the highest function of leadership is releasing the

energy of the people in the system and managing the processes for giving that energy direction toward mutually beneficial goals (Richardson, 1998).

Many school-based staff development activities do not help teachers enhance their ability to improve student learning because principals lack the skills required to facilitate adult learning (Stanton, 2005). Further, teachers tend to teach in the way that they are taught (McREL, 2005). Therein lies the problem.  As literature reflects, principals have failed to demonstrate that they have a proficient understanding of adult learning principles. They also fail to utilize adult learning principles on a consistent basis during professional developments where teachers are the adult learners. Additionally, professional developments that require the principal to have extensive knowledge of curriculum, data analysis, and aligning curriculum to the core standards require a skill set that exceeds current university course work requirements for aspiring principals.

## Research Questions

The following three questions were addressed in this study: (1) How do elementary school principals understand and apply the principles of adult learning in professional development designed to enhance elementary teachers' understanding and instructional use of curriculum? (2) How do elementary teachers experience receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting? And, (3) What is the experience of the elementary teachers' change after receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting?

**Purpose and Scope of the Study**

The purpose of this study was to investigate the experiences of teachers receiving professional development designed to enhance teachers' understanding and instructional use of curriculum from principals in an elementary school setting. Another purpose of the study was to contribute to knowledge regarding the competencies of principals in creating the conditions for learning in professional development designed to enhance teachers' understanding and instructional use of curriculum. The information from this study may be used to inform research in adult learning, staff development, the principalship, and NCLB policy. The intent is to provide information to assist in creating a professional development climate that is conducive to staff development and learning.

This study will also provide principals, teachers, universities, Missouri Department of Education, and policy makers with a point of reference around which to make program adjustments. The adjustments would serve to increase principals' facilitation of professional development designed to enhance teachers' understanding and instructional use of curriculum and *principal quality*. Further, teachers nurtured in well designed educational organizations under the instructional leadership of a principal with extensive knowledge of curriculum and adult education principles may themselves advance to the role of 'Highly Qualified Teacher' or 'Quality Principal'.

**Study Delimitations**

Participants from four elementary schools in the St. Louis County Public School System were targeted. The selected district is a relatively small (3,325 total enrollment) school district located just outside the City of St. Louis, Missouri. According to the Missouri Department of Elementary and Secondary Education Core data submitted by

Missouri Public Schools (2009), over 90% of the students in attendance are African American and nearly 80% of the students are eligible for Free and Reduced Lunch.

**Definition of Terms**

To enhance the understanding and utility of this inquiry, a definition of key terms is presented.

Andragogy – The art and science of helping adults learn (Knowles, 1996).

Academic achievement – The quality of a k-12 student's scholarly work as measured in relation to specified criteria (Darling-Hammond, 1999).

Accountability measures – These are techniques and methods used to regulate and ensure teachers' acquisition and use of new information. The importance of accountability measures is addressed through research in a variety of ways. Drago-Severson (2000) addressed the importance of the principal emphasizing teacher learning and focusing on teachers' personal growth.

Affective progression –  Monitoring the transfer of content from professional development to the classroom (Bloom, 1956).

Climate - Climate includes aspects of the learning environment that impact teachers' learning experiences such as collaborations, the relevance of professional development content, overall consistency, teachers' comfort level and participation. This category is corroborated in the research of Kiley and Jensen (2000), Arbuckle (1995), Drago-Severson (2000), and Ingalls (1984).

Creative Leadership – a form of leadership which releases the creative energy of the people being led (Knowles et. al., 1998).

Curriculum – The planned interaction of pupils with instructional content,

materials, resources, and processes for evaluating the attainment of educational objectives (Cotton, 2003; Drago-Severson, 2000; DuFour, 1991).

Competency – The extent to which the trusted party has knowledge and skill (Hoy & Tschannen-Moran, 2003).

Elementary & Secondary Education Act (ESEA) - The Elementary and Secondary Education Act was passed in 1965 as a part of the "War on Poverty."  ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the NCLB (U.S. Department of Education, 2010).

Instructional activities and strategies - These are defined as activities and strategies employed by the teacher of adults to facilitate teachers' acquisition and use of content introduced in professional development.  Instructional activities and strategies are supported through research provided by Dunn (2000), Knowles (1996), and Richardson and Prickett (1994). Weathersby and Harkreader (1999) shared that research demonstrates that teachers were motivated to participate in staff development activities because the activities were part of their school improvement plan or activities that would help them meet their goals.

Leadership qualities - For the purpose of this study, leadership qualities are defined as attributes that the principal posses that impact school culture, teachers' skills, knowledge, understanding and use of curriculum. This theme is supported in the research of Elmore (2000), Terehoff (2002), McPherson & Lorenz (1985), Richard & Prickett (1994), and Knowles (1990).  Drago-Severson (2000) and Terry (1996) indicated the

importance of being viewed as an instructional leader, and creating a developmentally-oriented school culture amongst other things.

Mandate - Legislation passed by the general assembly and signed into law by the executive branch that requires school districts to implement directives, programs, or policies in the management of public schools (Lynn, 2003).

No Child Left Behind Act of 2001 (NCLB) – A revision of the Elementary and Secondary Education Act (ESEA) enacted on January 8, 2002. Changing the federal government's role in kindergarten-through-grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes, the act contains the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work (Missouri Department of Elementary and Secondary Education, 2006).

Planning and implementation - This study defines planning and implementing professional development as factors used to identify professional development content and determine approaches used to instruct teachers.  This category is substantiated in the work of Knowles (1996), Drago-Severson (2000), Ingalls (1984), and Terehoff (2002). According to Levine (1989), professional development is necessary for teacher development and school reform.

Professional development – a form of continuing education designed to improve job related knowledge, skills, or attitudes of school employees.

Proficiency Targets (Adequate Yearly Progress – AYP) - An individual state's measure of yearly progress toward achieving state academic standards.  AYP is the

minimum level of improvement that states, school districts, and schools must achieve each year (Missouri Department of Elementary and Secondary Education, 2006).

Reliability – The extent to which one can count on another person or group (Hoy & Tschannen-Moran, 2003).

Trust – An individual or group's willingness to be vulnerable to another party based on the confidence that the latter is benevolent, reliable, competent, honest, and open (Hoy & Tschannen-Moran, 2003).

## Organization of the Study

Chapter one included an introduction, background, statement of the problem, introduced the research questions, and stated the purpose of the study. Chapter two includes a review of literature on school leadership and professional development. This chapter provides literature delineating further studies of effective leadership; as well as the literature suggesting the importance of trust-building leadership.

Chapter three details the research methodology used in the study, including the procedure for securing the participants and the tools that will be used to collect the data. For the purpose of this study, a mixed method design with two partial studies sequentially related to one another was employed. Chapter four provides reviews pertinent data and results of the study. It will discuss how the results answer the research questions. Further, results are presented in two sections: quantitative and qualitative. The quantitative analysis addressed questions 1 and 2. The qualitative analysis addressed questions 1, 2, and 3. The resulting categorization of themes will also be discussed as they emerged from the compilation of the data.

Chapter five presents a discussion of the study and important conclusions drawn

from results of the study. It provides a discussion of the implications for action. In this chapter, recommendations are suggested for further research.

Chapter 2: Review of the Literature

The role of leadership has been targeted as necessary for improving schools for the benefit of students and teachers alike (Cotton, 2003; Elmore, 2000; Donaldson, 2001; Hallinger & Heck, 1996; Leithwood & Riehl, 2003; Spillane, Halverson, & Diamond, 2003; Stricker, 2006). Current researchers concluded that in order for school districts to achieve sustainable gains, they must use data to understand and improve both processes and outcomes in the building (Marzano, 2005); provide appropriate curricular programming that maximizes student learning (Newmann, Smith, & Allensworth, 2001; Thomas & Collier, 2002); provide access to quality learning experiences for all populations (Picucci, Brownson, Kahlert, & Sobel, 2002; Villa & Thousand, 2000); encourage the development of a school climate conducive to learning (DuFour, 1991); and must create the conditions in which adults can and want to learn (Killion, 1999; Kronley & Handley, 2001). According to these prominent researchers, these are critical elements leaders must know and be committed to developing for school improvement.

This literature review outlines major studies in current effective leadership research. Moreover, research findings that support each research question presented are presented. As it relates to principals' understanding and application of adult learning in professional development, the researcher explored the role of the principal in professional development, the purpose of professional development of teachers, and theoretical perspectives of adult learning in the literature review. Research question two relative to how elementary teachers experience receiving professional development from principals in an elementary school setting is also addressed in the literature review titled, the purpose of professional development of teachers, the teacher as the adult learner, and

theoretical perspectives of adult learning. The third and final research question concerning teachers' change after receiving professional development from principals in an elementary school setting is addressed through literature pertaining to professional development and professional development and teacher change.

## The Purpose of Professional Development for Teachers

Professional development of teachers is considered part of school change and reform. Professional development is designed to help teachers grow professionally (Hawthorne, 1983), and is the core of school improvement (Murphy, 2000). It is considered most effective when implemented in the school-based setting (Levine & Lezotte, 1990).

For many years, staff development was characterized by several aspects which branded it with negative connotations. These aspects included a one-time in-service, group lecture from an outside expert, a lack of connectedness to improving student learning, and a belief that adults learned like children (Sparks & Hirsh, n.d.). In addition, from the beginning of the $20^{th}$ century until about the 1950s, according to Speck and Knipe (2001), teachers were left to pursue professional learning whenever and wherever they could. This information is further illustrated in Table 1. Over the last several decades, many organizations, including the Association for Supervision and Curriculum Development (ASCD), the National Staff Development Council (NSDC), and the American Association of School Administrators (AASA), focused their efforts on how to help make staff development more effective through research, journals, conferences, and websites (National Staff Development Council, n.d.).

Table 1

*Historical Timeline of Professional Development (PD)*

| Years | | | | | |
|---|---|---|---|---|---|
| 1900-1950s | 1960s | | 1970s | 1980s | 1990-present |
| ↑ | ↑ | ↑ | ↑ | ↑ | ↑ |
| Teachers were "on their own" for PD | Lab-based models of PD (SCI/MTH) | Special courses for remedial reading introduced into coll/univ | Process product movement | Generic instructional vs. discipline-specific PD | Professional learning communities, collaboration and shared leadership |

Research shows that "improving teacher knowledge and teaching skills is essential to raising student performance" (Sparks & Hirsh, n.d., p. 1). When a school or district believes professional development is the key to improving the school and student performance, "that attitude permeates everything that they do" (Richardson, 2000, p. 54). Sparks and Hirsh emphasized that "in the absence of substantial professional development and training, many teachers naturally gravitate to the familiar methods they remember from their own years as students" (p. 1).

In support, The National Staff Development Council wrote standards for staff development which include content, process, and context. The content area represents the core or baseline knowledge of what teachers should possess to function in their role. The creation of a safe, orderly, and supportive learning environment for students is one aspect of equity in the content standard. The process area defines the "design and delivery of staff development detailing what is known about effective adult learning in schools" (Killion, 1998, p. 3). This standard defines "indicators for adult learning for those who

design, deliver, and monitor staff development. The context standard describes a supportive learning environment and the essential qualities of a learning organization" (Killion, 1998, p. 3).

**Summary**

Professional development is necessary for teacher development and is a critical component of school change and reform. However, professional development has been plagued with negative connotations. For this reason, many organizations such as the Association for Supervision and Curriculum Development (ASCD), the National Staff Development Council (NSDC), and the American Association of School Administrators (AASA) focused their efforts on how to help make staff development more effective through research, journals, conferences, and websites. The National Staff Development Council wrote standards for staff development which include support for content, process, and context. These supports ensure effective professional development for teachers. However, they require the attention of the principal to ensure that the information supplied is proficient applied in professional development situations.

## The Role of the Principal in Professional Development

Historically the principal's role as manager of the building has been to help the school become more efficient. Table 2 depicts the evolution of the principal. Table 2 concludes with the 1990s; however, today principals are still expected to be proficient managers, instructors, counselors, staff developers, behavior resource persons, curriculum consultants, public relations advocates, and overseers of finance. All of these intricate components of leadership are purposed to improve student learning which is at the heart of school improvement.

Table 2

*The Evolution of the Principal*

| Decade | Responsibilities/View of their Role | Academic Preparation | Leadership Qualities |
|---|---|---|---|
| 1920s | Impart the truth<br>Scientific management<br>Values broker | Same as a teacher | Zeal for education |
| 1930s | Executives<br>Managers of education<br>Scientific Manager | Same as a teacher | Managerial |
| 1940s | Democratic leader on the home-front | Same as a teacher | Promote democratic leadership |
| 1950s | Skilled and professional administrator<br>Overseer of minute details | Academic Preparation<br>Doctoral level training<br>Continuous professional training<br>Apprenticeships | Had to deal with both academic and social spheres, i.e., Brown vs. Board of Education |
| 1960s | Bureaucratic executive<br>Belief in the "correct" technique | Academic Preparation<br>Doctoral level training<br>Quantitative preparation<br>Competent with modern technology | Political demands<br>Accountability<br>Confusion about role expectations<br>Look to military for leadership style<br>Belief that principalship is a job<br>Technical tone |
| 1970s | Adept at dealing with the external factors exerted on schools | Academic Preparation<br>Doctoral level training<br>Quantitative preparation<br>Competent with modern technology | Adept at dealing with the external factors<br>Give meaning to educational enlightenment<br>Juggle multiple roles<br>Humanistic facilitator |
| 1980s | Solve problems<br>Provide resources | Doctoral level training<br>Quantitative preparation<br>Competent with modern technology<br>Professional certification | Principal as visionary<br>Change agent<br>Instructional leaders |

Table 2 (continued)

*The Evolution of the Principal*

| Decade | Responsibilities/View of their Role | Academic Preparation | Leadership Qualities |
|---|---|---|---|
| 1990s | Restructuring movement | Doctoral level training Quantitative preparation Competent with modern technology Professional certification | Prepare teachers to teach Changing school demographics Accountability in education |

*Note.* Source: Beck & Murphy (1993).

One of the most critical roles that is essential to the effectiveness of the school is the leadership of principals in school improvement (Levine, 1989). Few research studies indicated a direct relationship between principal leadership and academic achievement (e.g., Hallinger, Blickman, & Davis, 1996). However, there is a consensus that a principal can have only an indirect effect on academic achievement through actions that shape the school's learning environment (Creighton, 1996). Therefore, "in order to establish a strong learning community, there needs to be a sense of trust and encouragement. Reynolds (2009) also states that there also needs to exist an understanding and appreciation for learning.

From an andragogical perspective, the role of principals in professional development is one of a facilitator, resource person, or co-inquirer rather than instructor. As a facilitator of learning, they set the climate of the learning experience and the tone of the program, develop enthusiasm, and encourage open expression and decision making (Rogers, 1969; Terehoff, 2002). In this role they become a person who the learner can respect and trust (Hill, Lofton, & Chauvin, 1995; McPherson & Lorenz, 1985). Using Rogers' (1969) ideas on the interpersonal relationship in facilitating learning, Knowles (1990) stated the critical element in performing this role is the personal relationship

between the facilitator and the learner, which in turn is dependent on the facilitator's possessing three attitudinal qualities: (a) realness or genuineness; (b) non-possessive caring, prizing, trust and respect; and, (c) empathic understanding and sensitive and accurate listening.

Krug (1992) added to this list of critical elements five activities of an effective instructional leader. They include: (a) defining a mission, (b) managing curriculum and instruction, (c) supervising teaching, (d) monitoring student progress, and (e) promoting instructional climate. Successful schools, according to effective schools research, are "led by principals who are recognized as an instructional leader" (Terry, 1996, p. 4) and being an instructional leader is a major role of K-8 principals (Doud & Keller, 1998).

Principals are in the central position to effect change and improve the school (Goodlad, 1984). Research on school improvement and school effectiveness acknowledges that significant change and improvement are will not occur if principals are not leading or directly involved in and supportive of the change effort (Lambert & Lambert, 1985). Principals are the key to quality and their support is crucial to change at the school level and creating the conditions which improve learning in schools (Crawford, Bodine, & Hoglund, 1993; DuFour, 1991; Fullan & Stiegelbauer, 1991; Lambert & Lambert, 1985; Purcell, 1987). Leithwood and Jantzi (1990) suggested that one of the strategies to promote the improvement or transformation of schools is developing teachers and fostering professional development. According to Drago-Severson (as cited in Stricker, 2006), the role of principals in relation to adult learning can be accomplished through the creating a developmentally-oriented school culture, building interpersonal relationships with teachers, emphasizing teacher learning, and/or

focusing on teachers' personal growth.

Two difficulties pointed out in the literature are the implication that principals know what adult learning skills are and how to effectively use them schools generally do not adequately attend to the developmental needs of adults. McPherson and Lorenz (1985) stated that principals have not learned how to teach adults effectively. They also indicated that principals must learn basic premises of andragogy if they are to be sound instructors of teachers. In the National Association of Secondary School Principals' assessment model, Selecting and Developing the 21st Century Principal, 1 of the 10 vital skills for effective school leaders is the development of others. According to performance data from this model, this particular skill was repeatedly found as an area needing improvement (Terehoff, 2002). McPherson and Lorenz (1985) stated most principals see teachers as dependent learners rather than independent learners. However, principals who use andragogical concepts when organizing and conducting in-service activities tend to have successful in-services (Richardson & Prickett, 1994).

Advocates of adult growth, who have studied staff development, believe that theories of adult development can be powerful tools for supporting the development of adults in schools (Drago-Severson, 2000). Literature on staff development and the leadership of principals (Bents & Howey, 1981; Dalellew & Martinez, 1988; DuFour, 1991; Glickman, Gordon, & Ross-Gordon, 1995; Griffin, 1983; Knowles, 1996; Loucks-Horsley, Harding, Arbuckle, Murray, Dubea, & Williams, 1987; Smith, 1990) discuss adult learning and acknowledge the need to use adult learning and andragogy. Further, Knowles (1996) provided valuable suggestions for the planning and implementation of staff development activities for principals. These include designing and managing a

process for facilitating the acquisition of content by the learners; and secondarily serving as a content resource (Knowles, 1996).

Drago-Severson (2000) stated current theories on school leadership and the principal's role in relation to adult learning suggest four possible ways in which principals can support adult development. Principals can create a developmentally oriented school culture, build interpersonal relationships with teachers, emphasize teacher learning, and/or focus on teachers' personal growth. When working with adult learners, principals need to be aware of the characteristics that distinguish adult learners from student learners and the principles on which the process of adult learning is based (Terehoff, 2002).

As adult educators, principals should know that there are significant differences in the conditions surrounding adult and adolescent learning and differences that characterize adult learners from student learners (Ingalls, 1984; Terehoff, 2002). These differences deserve careful attention and consideration in the process of professional development. Creating and sustaining a positive and healthy climate for adults is a deliberate and ongoing process in which consistent effort and attention is needed by principals. This process is characterized by growth, trust, openness, collegiality, productivity, and high involvement by principals and staff alike. In cultures of productivity, leaders facilitate an environment of trust and openness (Kiley & Jensen, 2000). Trust and openness allow staff to build collegiality by planning together, working together, observing each other, and implementing new strategies to benefit students. The creation of this atmosphere of collegiality in schools and school systems is a vital strategy for individual and school development (Arbuckle, 1995).

Knowles (1990) asserted that in his andragogical model, climate setting is probably the most crucial element in the whole process of Human Resources Development-HRD. He stated an organizational climate that promotes learning considers people as its most valuable asset and invests in their development. The opposite is also true concerning organizational climates that do not promote learning. Knowles believes when principals see themselves as someone who only manages the logistics of learning experiences for groups of individuals, they will have little influence on the quality of the learning climate of the organization. When principals view the total organization as their responsibility and understand their mission is to improve the quality of the environment for the growth and development of people,  only then will they affect its climate.

Teachers expect their principals to provide leadership in staff development to improve instruction, act as colleagues, and create climates which promote a wide range of learning activities (Hall, Benninga, & Clark, 1983; Johnson & Chaky, 1978; Scribner, 1998). Teachers also look to their principals for support. Weathersby & Harkreader (1999) conducted a study examining the connections between staff development and student achievement in the State of Georgia schools, teachers in high-achieving schools were motivated to participate in staff development activities because the activities were part of their school improvement plan or the activities helped them meet the goals their school set. A focus group of teachers from 6 of the 30 higher-achieving schools "emphasized the importance of their principal's support and encouragement when we asked why teachers in the school participated in staff development " (Weathersby & Harkreader, 1999, p. 20).

A study by Smith (2004) found that high performing schools encourage shared decision making in the areas of curriculum, instruction, organization, and governance of school to empower teachers. According to West (2000), high-performing schools that are committed to student learning results in teachers and faculty making connections across and within subjects. The principal's leadership provides the guidance, organization, and time for teachers to meet and plan curriculum together. Using this information, they are able to make changes in the curriculum and provide individualized support that can help all students learn.

In a survey of 700 teachers and principals, one item asking what can principals do to assist you in preventing and eliminating disruptive problems in the school or in the classroom was answered overwhelmingly with the "principal should be a leader in staff development" (Johnson & Chaky, 1978). According to Hall et al. (1983), "Teachers expect principals to provide significant leadership in improving instruction through in-service education" (p. 26). Both The Interstate School Leaders Licensure Consortium and The National Staff Development Council (NSDC) provide guidelines that support principals and professional development programs nationally.

**The Interstate School Leaders Licensure Consortium (ISLLC)**

The Interstate School Leaders Licensure Consortium ([ISLLC], 1996) stated in their standards for school leaders that principals manage the organization to promote an effective learning environment. This means being an instructional leader. Each standard includes knowledge and disposition competencies which define what an administrator should know, understand, believe in, value, and be committed to. Standard Two states "a school administrator is an educational leader who promotes the success of all students by

advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth" (ISLLC, 1996).

**The National Staff Development Council (NSDC)**

The National Staff Development Council ([NSDC], 2000) prepared a report identifying what various school and governmental bodies can do to assist principals and other educators become instructional leaders. To assist principals and teachers in becoming instructional leaders, the report recommends that federal and state governments, and local districts adopt professional development policies targeted at upgrading the leadership capabilities of principals and teachers. The NSDC also recommends that the state include increased funding for professional development opportunities, leadership networks or academies to provide coaching, improving the selection of principals, incorporating professional development into school evaluations, and advancing teacher leadership initiatives. Additionally, The NSDC (2001) stated teacher professional development within a school is an area in which principals are expected to assist teachers to develop skills to become more effective in the classroom to increase student learning.

**Summary**

Professional development is necessary for teacher development and school reform. Likewise, one of the most critical roles that is essential to the effectiveness of the school and school improvement is the leadership of the principal (Levine, 1989). Literature shows that over time the role of the principal evolved from manager of the building to manager of instruction, counselors, staff developers, behavior resource persons, curriculum consultants, public relations advocates, and overseer of finance. All

of these intricate components of leadership improve student learning, which is at the heart of school improvement. This requires the school leader to be proficient at defining a mission, managing curriculum and instruction, supervising teaching, monitoring student progress, and promoting instructional climate. However, literature reflects that schools generally do not adequately attend to the developmental needs of adults, and principals have not learned how to teach adults effectively.

As adult educators, principals must know and apply the basic premise of andragogy if they are to be sound instructors of teachers. Teachers expect their principal to provide leadership in staff development to improve instruction, act as a colleague, and create a climate which promotes a wide range of learning activities (Hall et al., 1983; Johnson & Chaky, 1978; Scribner, 1998). To further promote and encourage principals towards proficiency in this area both the Interstate School Leaders Licensure Consortium and the NSDC provide guidelines that support principals and professional development programs nationally.

### Theoretical Underpinnings of Professional Development

According to Stricker (2006) professional development is grounded in adult learning theory. While many adult learning theories are present in the literature, when one examines theoretical bases for what is now referred to as high quality staff development as part of the requirements of the NCLB Act, two particular adult learning theories are prevalent: cognitive adult learning theory and the constructivist adult learning theory.

Borko and Putnam (1995) described the main focus of cognitive psychology to be individuals and their mental lives, that is, the contents of the human mind. Examples

include knowledge, perceptions, beliefs and the mental processes in which people engage (Bruner, 1990; Dewey, 1939; Gardner, 1983). Borko and Putnam (1995) relate this theory to professional development by stating that "Professional development activities must help teachers acquire or develop instructional strategies that promote students' active construction of meaning and self-regulated learning" (p.117).

Borko and Putnam (1995) provided a clear explanation of why it is important to consider the theoretical perspective of professional development. Cognitive psychologists share a fundamental belief that an individual's knowledge structures and mental representations of the world play a central role in perceiving, thinking, and acting (Putnam, Lampert, & Peterson as cited Borko & Putnam, 1995). They further suggested that teachers' thinking is directly influenced by their knowledge. This, in turn, determines their actions in the classroom. Therefore, in order to help teachers change their practice, we must help them to elaborate and expand their knowledge systems. This thinking reflects one of the current conceptions of the typical pattern of events in the teacher change process as identified by Richardson (1994). That is, changes in belief precede changes in practices. It is only when teachers begin to think differently about what is going on in their classrooms and are provided with practices that match their different ways of thinking that true change will emerge.

Cognitive theories of learning have their origins with Gestalt psychologists and their interest in the perception of forms, shapes, and procedures (Association for Educational Communication and Technology, 1994; Dunn, 1988). The emphasis here, as communicated in Dunn (1988), is on the importance of experience, meaning, problem solving and developing insight. This would, in turn, be reflected in teachers' actions.

Cognitive theorists also stress the importance of the learner's ability to retrieve and apply information to new problems (Gagne, 1962; Knowles, 1983). It is important for teachers to be able to use resources to inform their practice. Hopefully, this informed practice leads to improved student outcomes. Additionally, cognitive theory of learning assumes that a hierarchy of learning exists (Rogers, 1996). That is, there are strategies for low-level learning and higher level learning. While learning advances as more and more learning takes place, Rogers (1996) added that there are higher levels of learning that not all learners reach.

Bloom's taxonomy (Bloom, 1956) is an example of the hierarchy of learning. On the affective side, Bloom documents a similar progression: first, receiving stimuli, paying attention, developing awareness, being willing to receive and eventually using selective attention; second, responding willingly, the emergence of a sense of satisfaction with the response; third, valuing the concepts and the process they are engaged in, making an assessment that the activity is worthwhile, so that the learners come to express their preferences and eventually their commitment; fourth, conceptualizing, making judgments, attaching concepts to each of the values they have identified; and, fifth organizing these values into a system that in the end comes to characterize each individual.

This affective progression is evident in teachers' professional development, introduction of new curriculum or other initiatives. This is evidenced by what is known as teachers buy-in with a particular concept or construct, whether it is a new teaching technique or another paradigm. Change is not likely to occur unless there is a

commitment, or buy-in, valuing the new concept and evaluation of its effectiveness on the part of the teachers.

Knowles (1983) provided some insight about how the principles of cognitive learning theory could be implemented. First, because the perceptual features of the problem are important conditions for learning, the problem should be structured and presented so the essential features are open to inspection by the learner. Second, the organization of knowledge should be an essential concern of the teacher so that the direction is not arbitrary. Third, learning is culturally relevant. Fourth, goal setting by the learner is important as motivation for learning and students' success and failures determine how they set future goals. Fifth, when using cognitive theory one would see learning goals posted, rubrics provided and explained, and expectations would be clearly defined.

Constructivism is an epistemology, or theory, of how knowledge comes to be. According to Carini (1987), it is based on the premise that all human beings have a deep drive to make sense of the world. This theory, with the root word construct, states that one builds, or constructs, personal understanding and knowledge about one's world based on his/her reflections, mental models and multiple experiences (Falk, 1996; Huang, 2002; On Purpose Associates, 2001; Simpson, 2002). Learning is motivated by interest and it is shaped by cultural linguistic backgrounds as well as learning styles and individual strengths (Carini, 1987; Gardner, 1983). Huang (2002) added that by combining new knowledge with previous knowledge, one either changes his/her current beliefs or disregards the new information and maintains the current belief. Truth, then, is not found in knowing; rather, one constructs viable explanations of experiences (Simpson, 2002).

We must make meaning before it becomes our own. In looking at brain research and adult learning, Taylor (2006) noted that we are meaning making, not meaning taking organisms. According to constructivism, the laws of nature do not exist; all knowledge is subjective and personal (Airasian & Walsh, 1998). This theory is not limited to adult learning. It is applicable to learners of all ages (North Central Regional Educational Laboratory, 2004).

Finally, professional development must be better balanced between meeting the needs of individual teachers and advancing the organizational goals of the school and district (Bradley, 1996; Darling-Hammond, 1999; Elmore & Burney, 1999; Hill, Wise, & Shapiro, 1989; Huberman, 1983; Little, 1999; National Staff Development Council, 2001). According to Huberman (1983), this balance occurs through continuous support from district and building level administration as high expectations for teachers are set. As principals assume responsibility for their own learning, that of their colleagues and most important, that of their students, they are transforming the culture of their schools (Murphy, 1992).

**Summary**

Professional development is grounded in adult learning theory (Stricker, 2006) and must help teachers acquire or develop instructional strategies that help students actively construct meaning and self-regulated learning. In looking at the theoretical bases for high quality staff development as part of the requirements of the NCLB Act, cognitive adult learning theory and constructivist adult learning theory are applicable.

The main focus of cognitive psychology is individuals and their mental lives. Teachers' thinking is directly influenced by their knowledge which determines their

actions in the classroom. Therefore, in order to help teachers change their practice, principals must help them to elaborate and expand their knowledge systems. Cognitive theories of learning emphasizes the importance of experience, meaning making, problem solving and development of insights and the importance of the learner's ability to retrieve and apply information to new problems (Gagne, 1962; Knowles, 1983). It is important for teachers to be able to use resources they are provided to inform their practice.

Constructivism is an epistemology, or theory, of how knowledge comes to be. Learning is motivated by interest and it is shaped by cultural linguistic backgrounds as well as learning styles and individual strengths (Carini, 1987; Gardner, 1983). Professional development must be better balanced between meeting the needs of individual teachers and advancing the organizational goals of the school and or district (Bradley, 1996; Darling-Hammond, 1999; Elmore & Burney, 1999; Hill et al., 1989; Huberman, 1983; Little, 1999; National Staff Development Council, 2001).

**Theoretical Perspectives of Adult Learning**

The literature clearly shows parallels between cognitive adult learning theory, constructivism, and theoretical perspectives of adult learning. According to McManus (2007), in the literature of adult education, teaching practices are sometimes described as teacher-centered (Beder & Darkenwald, 1982; Bedi, 2004; Grubb, 1999; Kember, 1997) or learner-centered (Beder & Darkenwald, 1982; Bedi, 2004; Grubb, 1999; Kember, 1997). Kember (1997) characterized teacher-centered practices as having a focus on the mastery of content and learner-centered practices as having a focus on the conceptualization of knowledge. Grubb (1999) presented the teacher-centered approach in terms of behaviorism, and the learner-centered approach in terms of constructivism. He

associated the extrinsic rewards and punishment of grades, teacher approval, and future consequences with the teacher-centered approach. He depicts the learner-centered approach as meaning making with the instructor as a guide and a shared authority for interpretation.

It is consistently reported in the literature that the appropriateness and effectiveness of particular instructional techniques is situational (Brookfield, 1986; Brookfield, 1992; Conti, 1985; Conti & Wellburn, 1986; Darkenwald, 1989; Merril, 2001). Beder and Darkenwald (1982) conducted a study of teachers of pre-adults and adults in both secondary and postsecondary institutional settings. From this study, they concluded that the real issue is not whether learner-centered methods are universally applied by teachers of adults, but rather for what purposes and under what conditions such methods are most appropriate and effective and used by teachers.

A common topic of discussion in the literature is teacher-centered practices and learner-centered practices in relation to andragogy and pedagogy. According to Knowles (1996), in situations where pedagogical assumptions are realistic, pedagogical strategies are appropriate, but where andragogical assumptions are realistic, andragogical strategies must be employed. Table 3 further illustrates Knowles exploration of the parallels that exist between pedagogical and andragogical assumptions.

Table 3

*Knowles' Assumptions*

| Assumptions of the pedagogical model | Assumptions of the andragogical model |
| --- | --- |
| 1. Need to know: | 1. Need to know: |
| Learners only need to know that they must | Adults need to know why they need to learn |

Table 3 (continued)

*Knowles' Assumptions*

| Assumptions of the pedagogical model | Assumptions of the andragogical model |
| --- | --- |
| learn what the teacher teaches if they want to pass and get promoted; they do not need to know how what they learn will apply to their lives. | before under-taking to learn it. |
| 2. Concept of learner: The teacher's concept of the learner is that of a responsible dependent personality. | 2. Concept of learner: Adults have a self-concept of being For their own lives. |
| 3. Role of the learner: The learner's experience is of little worth as a resource for learning. | 3. Role of the learner: Adults enter into an educational activity with both a greater volume and a different quality experience. |
| 4. Readiness to learn: Learners become ready to learn what the school requires them to learn if they want to pass or get promoted. | 4. Readiness to learn: Adults become ready to learn those things they need to know to be able to do in order to cope effectively with real-life situations. |
| 5. Orientation to learning: Learners have a subject-centered orientation to learning. | 5. Orientation to learning: Adults are life centered in their orientation to |
| 6. Motivation: Learner's are motivated to learn by extrinsic motivators. | 6. Motivation: Adults are more responsive to intrinsic motivators than extrinsic motivators. |

For an extended description of Table 3 see Appendix J. The premise of adult learning is that adults learn differently than children and thus how they receive learning should be different. In most formal educational settings, the pedagogical model of learning is prevalent. Pedagogy is derived from the Greek words meaning *child leading* and has become known as the art and science of teaching children. It places the learner in

a passive and submissive role with the responsibility for what should be learned, how it should be learned, when it should be learned, and whether it has been learned with the teacher. The learner follows an extrinsically motivated course of study in order to be promoted or gain some reward. For years, higher education institutions taught pedagogical techniques to help effectively transmit the content (Knowles, 1996). As adult education developed in the first part of the 20th century, pedagogy was the only model teachers of adults had available and the result was adults were taught as if they were children.

In 1926, Eduard Lindeman proposed in his book, *The Meaning of Adult Education*, that adults were not grown-up children. Knowles (1996) states that Lindeman related that "adults learned best when they were actively involved in what, how and when they learned. Other disciplines, who were conducting their own concurrent research in clinical and developmental psychology, supported Lindeman's proposal. In the early 1960s, adult educators in Europe felt a need to place a label on the knowledge base of helping adults learn and used a word which was invented in 1833 by an adult educator in Germany. The word *andragogy* is derived from the Greek word *aner* meaning adult and literally meaning *man, not boy* (Knowles, 1996). Andragogy, or the art and science of helping adults learn, was used as a corresponding word to pedagogy; however, it is now used as an alternative learning approach to pedagogy (Knowles, 1996).

Principals must learn the basic premises of andragogy (as contrasted with pedagogy) if they are to be sound instructors of teachers and parents. Understanding and using the elements of adult learning in the process of planning, designing, and implementing professional development programs can help establish a positive learning

climate, spirit of mutual inquiry and make school-based teacher professional development activities more effective (Daresh, 1997; Ingalls, 1984; Richardson & Prickett, 1994; Terehoff, 2002). Theories of adult learning are clearly connected to professional development that is systematic, effective in design, and designed to transform staff (Kronley & Handley, 2001). Levine (1989) communicates that while theories of adult development are not well known or used specifically in schools, they offer an important tool for professional development and school leadership. Using these concepts can improve the ability of principals to help staff develop professionally and bring about developmental "changes in internal consciousness" (Boucouvalas & Krupp, 1989).

**Summary**

A common topic of discussion in the literature is teacher-centered practices and learner-centered practices in relation to andragogy and pedagogy. Literature consistently reports that the appropriateness and effectiveness of particular instructional techniques is situational (Brookfield, 1986; Brookfield, 1992; Conti, 1985a; Conti, 1985b; Conti & Wellburn, 1986; Darkenwald, 1989; Merril, 2001). In situations where pedagogical assumptions are realistic, pedagogical strategies are appropriate, but where andragogical assumptions are realistic, andragogical strategies must be employed. Adult learners operate by a totally different set of assumptions than children. Adults learn best when they are actively involved in what, how, and when they learn (Knowles, 1996).

Principals must learn the basic premises of andragogy if they are to be sound instructors of teachers and parents. Understanding and using the elements of adult learning in the process of planning, designing, and implementing professional

development programs can help establish a positive learning climate, spirit of mutual inquiry and make school-based teacher professional development activities more effective (Daresh, 1997; Ingalls, 1984; Richardson & Prickett, 1994; Terehoff, 2002).

## The Teacher as Adult Learner

As adult learners, teachers need to be assured they are an important part of the school learning community and that their experiences are valuable resources. If teachers are encouraged, valued and respected, their willingness to become open and vulnerable and trust the facilitator and fellow participants in the adult learning experience is greatly enhanced. When these conditions occur, systems of support can be built which help sustain long term staff development efforts. Systems of support for learning in staff development include collegial relationships, supportive leadership, focused and clear goals, sufficient time for learning and collaborating, shared governance, appropriate rewards/recognition, and adequate resources. Each of these features is essential to support teacher learning within a professional community (Killion, 1999).

Adult learners need to know that the learning experience will provide them with a sense of growth in their knowledge, understanding, skills, attitude, and interests. They also want to feel confident in terms of their self-respect and self-image in all areas of life (Knowles, 1980). In the literature on adult learning and the experience of skilled adult educators, it is assumed that one of the main ways adults learn best is when they "feel comfortable with the learning environment and attempt tasks that allow them to succeed within the contexts of their limited time and demanding lives" (Tibbetts, Hemphill, Klein, Gasiorowicz, & Nesbit, 1993, p.123). Terehoff (2002) asserts that principals who exhibit the leadership style that provides opportunities for teachers to advance their knowledge,

skills, and attitude in a self-directed and autonomous manner will sense the important role of the educative environment for professional development in which teachers will feel cared for, respected, and treated as self-directed human beings.

As adult learners, teachers' expectations of principals' leadership in staff development also plays a major role in how the information that the principal presents is received. Teachers expect their principals to provide leadership in staff development to improve instruction, act as colleagues, and create climates that promote a wide range of learning activities (Hall et al., 1983; Johnson & Chaky, 1978; Scribner, 1998). Teachers also look to their principals for support.

In a study examining the connections between staff development and student achievement in the State of Georgia schools, teachers in high-achieving schools were motivated to participate in staff development activities because the activities were part of their school improvement plan or the activities would help them meet the goals that their school had set. Weathersby & Harkreader (1999) reports that a focus group of teachers from 6 of the 30 higher-achieving schools emphasized the importance of their principal's support and encouragement when we asked why teachers in the school participated in staff development.

The relationship between principals and teachers is also a key factor in teacher satisfaction. Teachers want principals who are competent, independent professionals and who possess and use professional autonomy (Goodlad, 1983). Teachers in a study by Richards (2003) valued being treated by principals with respect and fairness, receiving guidance and support in matters of discipline, and they stated their principals were highly visible. By being respected, the teachers, in turn, respected their principals

(Richards, 2003).

**Summary**

Teachers have usually considered themselves as transmitters of content. However, an alternative side of teachers is that they are also adult learners. They are in this role in order to become better teachers or better facilitators of learning. Literature on adult learning and the experience of skilled adult education communicates that as adult learners, teachers need to be assured they are important to the school learning community and that their experiences are valued. If teachers are encouraged, valued and respected, their trust of the facilitator, participation, and buy-in will increase. Principals who exhibit the leadership style that provides opportunities for teachers to advance their knowledge, skills, and attitude in a self-directed and autonomous manner will sense the important role of the educative environment for professional development.

<center>**Professional Development & Teacher Change**</center>

Teachers' professional development is considered part of school change and reform. Research shows that improving teacher knowledge and teaching skills is essential to increasing student performance (Sparks & Hirsh, n.d.). A pivotal role of principals as staff developers is to create the conditions that enable change to occur and in which teachers can sharpen their skills (Joyce & Showers, 1988). If teachers are responsible for creating the conditions conducive for student learning in the classroom, it follows that principals are responsible for creating the conditions conducive for teacher learning in the school setting.

In a study by Phi Delta Kappa of exceptional urban elementary schools, the principals were the major influence on the behavior of the staff and others involved in the

day to day operations of the school (Clark, Lotto, & McCarthy, 1980). Literature suggests that teacher-centered professional development is equally as important as student-centered instruction. Further, research indicates that leadership has a direct relationship with instruction, school environment, and professional community (Marzano, 2005). However, the level of significance as it relates to each of these areas is quite mixed. Porter et al. (2003) reported that teacher instruction is intensified when focus and other aspects of quality, such as reform type professional development, consistency, and collective participation, are present in professional developments. Marzano (2005) added to this notion by stating that changes in practice relies heavily on professional development that is focused on specific content and instructional strategies to have effects on teacher instruction and achievement.

The powerful nature of professional development is further illustrated in Cohen and Hill's (2000) research study on the effects of California mathematics replacement units on reform-oriented instruction and student achievement. Cohen and Hill found that professional development focused on specific curricula resulted in more reform-oriented practice, and reform-oriented teacher instruction is positively related to student achievement. Their findings suggest that, for classroom practice to change, professional learning opportunities should be grounded in the curriculum that students study; embedded within an aligned system and connected to several elements of instruction (e.g., assessment, curriculum); and extended time, with time built in for practice and coaching.

From a cognitive standpoint there is a fundamental belief that an individual's knowledge structures and mental representations of the world play a central role in

perceiving, thinking, and acting (Putnam, Lampert, & Peterson as cited in Borko & Putnam, 1995). This affective progression is clearly evident in teachers concerning professional development, introduction of new curriculum or other initiatives, and so forth. This is evidenced by what is known as teacher buy-in with a particular concept or construct, whether it is a new teaching technique or another paradigm. Change is not likely to occur unless there is a commitment or buy-in valuing the new concept and evaluation of its effectiveness on the part of the teachers.

Also cognitive psychologists share a fundamental belief that an individual's knowledge structures and mental representations of the world play a central role in perceiving, thinking, and acting (Putnam, Lampert, & Peterson as cited in Borko & Putnam, 1995). They suggest that teachers' thinking is directly influenced by their knowledge. Their thinking, in turn, determines their actions in the classroom. Therefore, in order to help teachers change their practice, we must help them to elaborate and expand their knowledge systems. This thinking reflects one of the typical pattern of events in the teacher change process as identified by Richardson (1994). That is, changes in belief precede changes in practice. It is only when teachers begin to think differently about what is going on in their classrooms and are provided with the practices that match their different ways of thinking that true change will emerge. Change is not likely to occur unless there is a commitment or  buy-in valuing the new concept and evaluation of its effectiveness on the part of the teachers. Sparks and Hirsh (n.d.) emphasized that "in the absence of substantial professional development and training, many teachers naturally gravitate to the familiar methods they remember from their own years as students" (p.26).

**Summary**

Professional development of teachers is considered part of school change and reform. Therefore, teacher change is key to student achievement and school reform. In order to help teachers change their practice, principals must help them elaborate and expand their knowledge systems. This can be accomplished through facilitation of effective professional development. As facilitators of professional development, a pivotal role of principals is to take the responsibility to create the conditions to enable change to occur (Joyce & Showers, 1988).

Considering the nature of the relationship between leadership, instruction, school environment and professional community – curriculum and teacher buy-in are central to promoting change  within the classroom (McREL, 2005). Therefore, professional learning opportunities should be grounded in the curriculum that students study; embedded within an aligned system and connected to several elements of instruction; and extended time, with time built in for practice and coaching. It is important to acknowledge that change is not likely to occur unless there is a commitment or buy-in on the part of the teacher. Further, changes in belief precede changes in practice. For this reason, it is incumbent on the principal to utilize adult learning methods that encourages buy-in and relates respect for teachers as adult learners.

## Chapter Summary

Teaching practices are influenced by beliefs about teaching and learning (McManus, 2007). The literature research supports the need for adult educators to reflect critically on their practice and the beliefs that inform their practice (McManus, 2007). It further indicates that professional development is the core of school improvement

(Murphy, 2000) and the principal is the primary influence to instructional effectiveness through literacy with teachers, as well as indirectly by creating an organizational structure that facilitates instructional effectiveness (Duke, 1982).

Principals can influence instructional effectiveness directly by interacting with teachers, and indirectly by creating an organizational structure that facilitates instructional effectiveness (Duke, 1982). Therefore, as the leader, the primary mission of the principal is to exercise leadership in creating the conditions that support the development of a positive and healthy learning atmosphere in the school where teachers can learn (Drago-Severson, 2002; Hoover, 1998). Developing this kind of climate is a process that one must work to achieve (Johnson, 1978) and one in which teachers can teach more effectively and students can learn better (Lockwood, 1996).

Theories of adult learning are clearly connected to professional development that is systematic, effective in design, and designed to transform staff (Kronley & Handley, 2001). While theories of adult development are not well known or used specifically in schools, they offer an important tool for professional development and school leadership (Levine, 1989). Using these concepts can improve the ability of principals to help staff develop professionally and bring about developmental changes in internal consciousness (Boucouvalas & Krupp, 1989).

As a result of Cohen and Hill's (2000) findings that professional development focused on specific curricula resulted in more reform-oriented practice, and McPherson and Lorenz (1985) research supported statement that principals have not learned how to teach adults effectively,  I investigated principals' understanding and application of adult learning principles in curriculum related professional developments, the experiences of

teachers receiving curriculum related professional development from principals in an elementary school setting, and teachers' change after receiving professional development. The findings of this study contributes to knowledge regarding adult learning, staff development, and the principal as the adult educator and lead learner.

Chapter 3: Research Methodology

The preceding chapter provided a summary of the scholarly literature relevant to principals as facilitators of professional development. The literature suggested that principals lack the skills required to facilitate adult learning (McPherson and Lorenz 1985). Further, principals must be well equipped to provide support in the area of curriculum and instruction. This includes being proficient at using data to understand and improve both processes and outcomes in the learning environment (Marzano, 2005). While a significant amount of research is available on principals as facilitators of professional development, these findings cannot be appropriately applied to the specific experiences of principals and teachers in curriculum based professional development.

The purpose of this study is to understand the experience of teachers as adult learners and principals as adult educators in curriculum based professional development, as limited research is available on this topic. This study was guided by the following research questions: (1) How do elementary school principals understand and apply the principles of adult learning in professional development, designed to enhance elementary teachers' understanding and instructional use of curriculum? (2) How do elementary teachers experience receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting? And, (3) What is the experience of elementary teachers change after receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting? This chapter describes the methods used to address these questions.

This study employed a mixed-methods research design. Question number 1 was

answered through data collected from the Modified Instructional Perspectives Inventory Revised for principals, semi-structured interviews, and personal observation of the principal's facilitation of professional development. Question number 2 was answered from results of the Modified Instructional Perspectives Inventory Revised for Teachers and teacher interviews. The third and final question was answered from semi-structured interviews with teachers. In this chapter, I explain the rationale for selecting a mixed methods research design. I also describe the sample as well as methods for data collection and analysis. Finally, I discuss validity and reliability.

## Study Design

I conducted a mixed methods study. The quantitative section of this study was intended to provide breadth while the qualitative portion provided a deeper understanding of the lived experiences of principals as adult educators and teachers as adult learners in professional development situations designed to enhance teachers' understanding and instructional use of curriculum. The quantitative portion of this study required participants to complete a 45 question inventory designed to understand their beliefs, feelings, and behaviors associated with adult learning. After completing the inventory, 8 teachers, 2 from each of the 4 participating principal's building, were invited to complete an interview to provide more information about their experiences with professional development. Lastly, the four principals were observed as each facilitated a professional development for teachers.

While there are advantages and disadvantages to using a mixed-methods approach to investigating a phenomenon, Gay and Airasian (2000) stated that one benefit of using a mixed-methods study is that it integrates quantitative and qualitative research methods.

Moreover, combining the two approaches sharpened understanding of the research findings (Tashakkori and Teddlie, 2003). Tashakkori and Teddlie (2003) adds that through using mixed-methods, you can build a study based on the strengths of both research methods, which may provide a complete picture of a research phenomenon or problem. Further, according to Greene and Caracell (1998) mixed methods design can yield richer, more valid, and more reliable findings than evaluations based on either the qualitative or quantitative method alone. On the contrary, Tashakkori and Teddlie (2003) introduced the following disadvantages: mixed-methods analysis may be difficult to sell to reviewers of journals, may be high in cost, requires the researcher to be trained in both methods, may need background information, and may require researchers to work in multiple teams.

Hanson, Creswell, Plano-Clark, Petska, and Creswell (2005), maintain that both forms of data allows researchers to simultaneously generalize results from a sample to a population and to gain a deeper understanding of the phenomenon of interest. Furthermore, a mixed-methods research design was chosen because multiple methods work to provide the best understanding of a research problem (Creswell, 2007). Collecting and analyzing both forms of data in a single study is the mixed method approach in which the researcher tends to base knowledge claims on pragmatic grounds (Reynolds, 2009). The data collection involved gathering both numeric information and text information so that the final database represented both quantitative and qualitative information (Creswell, 2007). For this study both quantitative and qualitative data was gathered sequentially.

This study generated quantitative data through use of a questionnaire inclusive of

demographic information and the Modified Instructional Perspectives Inventory (MIPI). The questionnaires were analyzed using descriptive statistics. More detailed information about the MIPI will follow in the section titled Instrumentation. The qualitative method of research used in this study to compliment results of the quantitative data was phenomenology. The phenomenological approach provided a means of understanding the participants' interpretation of the shared phenomena of teaching and learning in professional development situations. Therefore, qualitative data was gathered through interviews and observations.

Further, the phenomenological approach to gathering the qualitative data was selected for this mixed-methods study because creates an end product that "includes the voices of the participants, the reflexivity of the researcher, and a complex description and interpretation of the problem, and it extends the literature or signals a call for action" (Creswell, 2007, p.37). This type of research focuses on issues of process, context, meaning, and rich descriptions (Bogdan & Biklen, 2003). As discussed previously, the majority of research on principals as facilitators of professional development are not specific to their facilitation of curriculum based professional development. In light of heightened accountability for schools, there is a need for research that provides a foundational description of the complexities involved in principals facilitation of curriculum based professional development.

Further this research is purposed to capture the essence of shared experiences, as perceived by the participants, is the distinctive characteristic of a phenomenological approach. A basic premise is that "human experience makes sense to those who live it, prior to all interpretations and theorizing" (Creswell, 1998, p. 86). According to Kvale

(1996), phenomenology seeks to understand social phenomena from the actor's perspective. The actors in this study were principals and teachers, and the social phenomena was the teaching and learning experience.

Moustakas (1994) indicated the phenomenological study allows the researcher to set aside prejudgments as much as possible and use systematic procedures for analyzing the data. The researcher sees the phenomenon as if they were seeing it for the first time. Therefore, the researcher is open to its totality (Moustakeas, 1994). However, using this approach, the study included an extensive narrative describing principals and teachers' experience with professional development designed to enhance their understanding and instructional use of curriculum from principals in a K-12 setting. Instructional leadership themes, and as comprehensive treatment of the themes were considered in the study. Further, the research conclusions constructed interpretive narratives from their data for the purpose of capturing the complexity of the phenomenon under study, as is requisite of effective qualitative researchers (Leedy & Ormrod, 2001, p. 103).

## Sampling

Participants identified to participate in this study were determined through purposeful sampling according to the following criteria. First, all participants, principals and teachers, served in a specific public elementary school located in St. Louis County Missouri. Second, principals who were identified by the superintendent of schools as potential study participants, served as principal and instructional leader in the building that he/she served as school administrator for a period of 2 years or more. Third, teacher participants who were selected to be interviewed taught under the leadership of the participating principal for a period of 2 years or more.

The descriptive characteristics of the entire participant sample (n=58) is discussed briefly in this section, but will be reported in detail in chapter four. Participants Ages ranged from 20 to 60 years. The majority of the participants (78%, n=42) were female. Years of experience among teacher participants ranged from 0 to 21years, with the largest group of participants (22%, n=12) having 0-5 years of teaching experience. Years of experience among principal participants ranged from 0 to 10 years, with the majority of the participants (75%, n=3) having 0-5 years of principal experience.  Participants reported the number of years in their current building to be between 0-21 years, with the majority of participants (41%, n=22) serving in their present building for 0-5 years.

The three overarching questions of this study are: (1) How do elementary school principals understand and apply the principles of  adult learning in professional development, designed to enhance elementary teachers' understanding and instructional use of curriculum? (2) How do elementary teachers experience receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting?  And, (3) What is the experience of elementary teachers change after receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting? Questions 1 and 2 were answered with both quantitative and qualitative data. Question 3 was answered with qualitative data only.

### Procedure

Subsequent to approval by the University of Missouri-St. Louis' Internal Review Board, the superintendent in an inner-ring suburb in a St. Louis County, Missouri, school district was contacted and invited to participate in the study. The superintendent granted

written permission and sent out an email inviting participation from the staff. The researcher contacted all of the teachers and principals identified by the superintendent by letter to inform them about the study and invite their participation.

Materials, including a consent form, a packet inclusive of demographic information and the MIPI were provided to principals and teachers. All participants were provided with a letter describing the study, inviting their voluntary participation (see Appendix A), statements regarding protection of confidentiality, and instructions for submitting the completed inventories and scales.

<p style="text-align:center;"><strong>Quantitative Part of the Study</strong></p>

As previously stated, this mixed-methods study is comprised of two partial studies related to one another. Part I of this study is quantitative and relies on the MIPI. Part II is qualitative and depends heavily on interviews and observations.

The MIPI was selected for this study as it has been shown to identify the instructional perspectives of adult educators and adult learners. Included in chapter three is a description of the MIPI and a brief description of previous studies using the MIPI.

**The Instructional Perspectives Inventory (IPI)**

The Instructional Perspectives Inventory (IPI) was designed by Henschke (1989) to be a self-reporting assessment instrument revealing philosophical beliefs as well as personal and contextual identification, actions and competencies for guiding conduct in adult education. The IPI was "developed and used in the staff development program with 410 instructors in Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL)" (Henschke, 1994, p. 75). It is currently used most often to provide a measure of seven factors identified as beliefs,

feelings, and behaviors of adult educators. This inventory originally consisted of 45 questions with responses arranged on a four-point Likert scale. In determining construct validity for the instrument, Stanton (2005) modified the scale of responses to a five-point Likert scale with values ranging from *almost never* = 1 point to *almost always* = 5 points.

**Studies Using the Instructional Perspectives Inventory**

Eight studies using the IPI were found in adult education Literature. Henschke (1989a, 1989b, 1994) described the development of the IPI and initial findings. Thomas (1995) and Seward (1997) both used the IPI for dissertation research with groups of parent educators; Dawson (1997) and Drinkard (2003) used it with groups of nurse educators; Stricker (2006) with school teachers and principals; Stanton (2005) investigated construct validity for the IPI; and McManus (2007) used the IPI with full-time mathematics faculty at the community college.

Thomas (1995) performed a reliability study of the IPI in his doctoral dissertation. Cronbach's alpha was applied to determine reliability of each factor. Factor one, teacher empathy with learners, was retained with caution that results may not positively discriminate between respondents. Dawson (1997) used the IPI in her study of faculty in nursing programs which indicated that the years of teaching nursing affects the beliefs, feelings, and behavior of teacher empathy with learners, teacher trust of learners, and teacher insensitivity toward learners. The highest degree earned by nurse educators also affected teachers' beliefs, feelings, and behaviors, empathy with learners, teacher trust of learners, learner centered learning processes, and teacher centered learning processes.

Drinkard (2003) studied "instructional perspectives of nurse faculty engaged in

teaching via distance education" (p. i). Her use of the IPI revealed that respondents with doctorate degrees outside of nursing scored significantly higher than those with doctorate degrees in nursing in the area of teacher trust of learners. An additional significant area of teacher trust of learners was from respondents with a Master of Science degree in nursing who scored significantly higher than those with a doctorate in nursing.

Construct validity for the IPI was tested by Stanton (2005). The overall Cronbach's alpha was .87. The IPI and six IPI factors (teacher empathy with learners; teacher trust of learners; planning and delivery of instruction; accommodating learner uniqueness; teacher insensitivity toward learners; and learner-centered learning) were correlated with Guglielmino's (1977) Self-directed Learning Readiness Scale (SDLRS). "Three IPI factors, planning and delivery of instruction; teacher insensitivity toward learners; and teacher-centered learning processes, explained 19.4% of the variance for self-directed learning readiness" ( p. i). Stanton found five "reported andragogical IPI factors had a significant relationship with each other: teacher empathy with learners; teacher trust of learners; planning and delivery of instruction; accommodating learner uniqueness; and learner-centered learning processes" (p. i). Stanton developed andragogical principles category levels for the IPI based upon an overall IPI score. IPI score, in a range from less than 123 to 225, indicated a specific category level on a five-level scale. Revised versions of the IPI for principals and teachers were developed to reflect the research questions.

Henschke (1989a, 1989b), author of the instrument, reviewed the revised IPI instruments for principals and teachers and stated they reflected the research questions and did not change the nature of the instrument. The IPI revised for principals appears in

Appendix C with instructions for scoring appearing in Appendix D. The IPI revised for teachers appears in Appendix F with instructions for scoring appearing in Appendix G. Permission to use the inventory was obtained from Henschke and appears in Appendix J.

### Stricker (2006) Modified Instructional Perspectives Inventory (MIPI)

Stricker (2006) used the IPI with teachers and principals but changed the wording of the instructions to read principals rather than teachers. Principals' total mean score was in the upper half of the average category level and the teachers' total score was in the lower half of the average category level according to a proportioned scale as identified by Stanton (2005). Sub-area means were higher for principals than teachers and were noticeably higher for principals in teacher empathy of learners, teacher trust of learners, accommodating learner uniqueness, teacher insensitivity toward learners, and the grand total of the MIPI. Teachers had a much wider range of scores on the MIPI than principals in all seven sub-areas and the grand total of the MIPI.

Data for sub-areas of the MIPI in comparison to the demographic data of principals and teachers revealed some differences between principals and teachers. Teachers' scores had a greater range from minimum to maximum in all sub-areas. Except as noted, the teacher scores were lower for all sub-areas and lower than the factor analysis by Henschke (1994). Teacher insensitivity toward learners (this item on the IPI is worded in a negative or reversed manner and high scores indicate a lack of emphasis in adult education or learning concepts.

Stanton's (2005) analysis of the IPI's construct validity revealed that the overall internal reliability for the IPI was good with a reported Cronbach's alpha of .87. Six of the seven factors comprising the IPI had good to acceptable internal reliability.

However, Factor 1 (teacher empathy with learners) and Factor 7 (teacher-centered learning processes) were weak affecting the internal reliability (see Table 4).

Table 4

*Cronbach's Alpha for Seven Factors Comprising the IPI*

| Factors | Cronbach's alpha |
| --- | --- |
| IPIf1 Teacher empathy with learners | .63 |
| IPIf2 Teacher trust of learners | .80 |
| IPIf3 Planning and delivery of instruction | .71 |
| IPIf4 Accommodating learner uniqueness | .71 |
| IPIf5 Teacher insensitivity toward learners | .77 |
| IPIf6 Learner-centered learning processes(experienced-based learning techniques) | .72 |
| IPIf7 Teacher-centered learning processes | .57 |

## Qualitative Part of the Study

This portion of the study employed a phenomenological research design. As previously stated, qualitative research creates an end product that "includes the voices of the participants, the reflexivity of the researcher, and a complex description and interpretation of the problem, and it extends the literature or signals a call for action" (Creswell, 2007, p.37). The two methods used to collect data were interviews and observations.

**Validity and Reliability**

In qualitative research, validity describes research that is "plausible, credible, trustworthy and defensible" (Johnson, 1997, p. 282). To establish validity for this study,

criteria suggested by Lincoln and Guba (1985) were adapted: credibility, dependability, confirmability and transferability. Credibility is concerned with the trustworthiness of the accuracy of description of a phenomenon. Dependability refers to the stability and track-ability of changes in the data over time. Confirmability is concerned with the objectivity of the data. Transferability pertains to the extent to which a study's findings pertain to other settings or with other participants. Given the nature of qualitative study, credibility and confirmability were deemed suitable criteria to determine the methodological rigor of the study.

This study used multiple measures to ensure validity and reliability. These measures served as a protection against events or processes that could lead to invalid conclusions (Maxwell, 2005). Strategies employed include: a clear audit trail, member checks, use of two peer reviewers, and rich descriptions. These strategies helped to ensure that the interpretation of reality, as communicated by teacher and principal participants, was presented as true to the phenomenon under investigation as possible (Merriam, 1998).

**Audit trail.** A test of the "correctness" of the meaning transformation performed in this study is whether one could work backward from the final descriptions to the original statements (Polkinghorne, 1989). This test was made possible by keeping written documentation of all steps of the data analysis process. At each meeting with advisors and two peer reviewers, documentation of the data analysis process was available for their review. Audit checks (working from final findings to original statements) were performed throughout this study with both the researcher's advisors and peer reviewer.

**Member checks.** To enhance the study's credibility, member checking was employed. Member checks allowed the researcher to solicit feedback from participants regarding the subjectivity, validity, and reliability of the researcher's interpretations and findings. In addition, participants were provided with transcriptions of their interview, a textual description of the interview, and the final composite textual-structural description of their experiences. Their feedback was solicited on both what was presented and what was missing. Their reactions were incorporated into the appropriate data analyses.

**Peer review.** A doctoral graduate and research specialist provided feedback on the data analysis process on four separate occasions. The second peer reviewer, a graduate candidate with a background in adult and higher education, provided feedback that was incorporated into the revised textual descriptions prior to them being provided to the participants. Finally, they both verified the correctness of the audit trail by working backward from the final composite textural-description to the first interview transcriptions. The identities of the participants were not disclosed to the peer reviewers.

**Rich descriptions.** Rich descriptions were used in this study to convert interviews and observations into coherent, comprehensive, and detailed description of  principals and teachers perceptions. These descriptions are purposed to allow the reader to make his or her own decisions regarding the transferability of the study findings (Creswell, 2007). Due to the detail included in this report, the reader is able to apply the information to other settings and situations and decide whether findings are valid. Thorough descriptions provided a rich grounding for study conclusions (Maxwell, 2005).

**Participant Population and Sample Design**

This study incorporated a triangulated method using the MIPI, semi-structured interviews, and observations to examine participants' experience with principals' as facilitators of professional development designed to enhance their knowledge of curriculum. In this multi-perspective approach, comparisons were made and conclusions were drawn about similarities and differences in participants experiences. Participants' responses were then collaborated, and compared between the researcher and a qualified second observer. Abiding by the policies of the members of the dissertation committee, the study research methods was approved by the Internal Review Board of the University of Missouri -St. Louis and participants provided their consent.

In a phenomenological study the researcher seeks to "describe the meaning of a small number of individuals who have experienced the phenomenon" (Creswell, 1998, p. 122). In fact, it is suggested that a sample of 6-10 is optimal (Creswell, 1998; Spiegeberg, 1982). Detailed information gathered from a small, purposeful sample would provide insight and understanding from the lived experiences of teachers as adult learners and principals as adult educators. At this point, purposeful sampling was employed to select 8 teachers in addition to the 4 pre-selected principals to participate in the qualitative portion of this study, who met the following criteria: (a) participant served in the same school building for 2 years or more, (b) participating principals facilitated professional developments with teachers as learners, (c) participating teachers attended professional development facilitated by his/her principal of 2 years or more.

The participants for this study consisted of elementary public school teachers and elementary public school principals. Questionnaires containing demographic information

and the MIPI were circulated to the four principals, in elementary schools identified by the superintendent of schools in a inner-suburban St. Louis County school district, located just outside of St. Louis City, and all of the teachers on their staff.  At the end of quantitative study, a set of participants were invited to participate in a semi-structured interview. After completing the questionnaire all four principals were invited to participate in both a semi-structured interview and one observation. Direct quotes were used from the principals and teachers gleaned through interviews.

**Data Collection**

For the purpose of this study, a mixed method design with two partial studies sequentially related to one another was employed. There were several different methods of data collection used to satisfy the qualitative portion of the study. Each method served a slightly different purpose, and all contributed to the quality of the study and a holistic understanding of the phenomenon being investigated (Patton, 2002).

**Informed consent.** Participants were provided consent forms to sign prior to completing the MIPI (see Appendix A). Before beginning part two (the qualitative portion) of this study, each participant selected to continue on received a copy of his/her signed consent form to review and ask questions as he/she deemed necessary. At the start of the interview, the researcher reinforced details about the study and what is expected of participants and their right to withdraw from the study. At that point, any participant would not have been declined participation was not quoted or otherwise referenced in this study research. However, none of the participants declined participation.

**Building rapport.** Hyman, Cobb, Fledman, Hart, and Stember (1954) claimed that too much rapport could lead to distortion of what the participants reconstructed in the

interview. Seidman (1991) recommended erring on the side of formality rather than familiarity at the beginning of an interviewing relationship. Therefore, the researcher was cautious about sharing her own experience during the interviews because such sharing could affect or distort what the participant might have said.

Because the participants and the researcher have a shared background as educators, a balancing act was central to develop appropriate rapport with the participants. The researcher proceeded with the knowledge that too much rapport with the participants could transform the interviewing relationship into a "we" relationship in which the question of whose experience is being related and whose meaning is being made is significantly confounded.

**Interviews.** Information gathered from the MIPI which measured principals' and teachers' beliefs, feelings, and behaviors was used to inform interviews for the qualitative portion of this study. More specifically, during the interview participants were asked to elaborate on answers given on the MIPI completed prior to the interview. Additionally, broad questions, such as the following facilitated the obtaining of rich, vital, substantive descriptions of co-researcher's experiences with professional development and adult learning. A general interview protocol listing main questions and issues that should be covered was used during interviews (see Appendix I).

1. What is your experience with school-based professional development?

2. What dimensions, incidents and people intimately connected with school-based professional development stand out for you?

3. How did those dimensions, incidents and people affect you?

4. What changes do you associate with those dimensions, incidents and people -

relative to professional development?

5. What methods are used to promote teacher development / adult learning?

6. In your experience, how does curriculum connect to professional development?

Each interview lasted approximately 45-60 minutes and was digitally recorded to make sure that participants' perspectives were captured accurately. Each audio-taped interview was transcribed verbatim by the researcher and rechecked for accuracy. The interviews took place in a conference room or classroom at the earliest mutually agreeable time. Although the researcher developed a series of questions aimed at evoking a comprehensive account of the participants' experience of the phenomenon, some of the questions were altered, or not used at all when the participant shared the full story of his or her experience.

According to Moustakas (1994), in phenomenological interviews broad questions facilitate obtaining rich, vital, substantive descriptions of the participant's experience of the phenomenon. Thus the researcher asked one "grand tour" question for each participant. The grand tour question covered the participants' story about learning through professional development. The first round within the interviews was primarily focused on gaining an overview of the participant's experiences. Colaizzi (1978) stated that it is important for the researcher not to lead the participants in the direction in which he or she expects the interview to go. Instead, the researcher allowed the participant to take any direction he or she wants to explore in his or her experience. So the researcher said to the participants, "Just tell me the first thing that comes to your mind about your professional development learning experience." As the participants provided a

description of their story, the researcher asked them to "tell me more" about something they said, asking them what they did when a particular event occurred and asking them to describe what something meant or how a particular experience affected them. In doing so, participants were encouraged to continue thinking deeper by focusing on the experiences they were describing (Moustakas, 1994; Polkinghorne, 1989). Probing questions were also used to elucidate additional details of various statements.

**Observation.** Informed consent was obtained from participants before any observational data was gathered. The information obtained from both the MIPI and the interview was used to inform the observation of principal participants. The researcher completed one scheduled observation of each principal as he/she facilitated a professional development training session for his/her staff. All observations took place at each principals' assigned building with his/her own teachers. No information was trusted to future recall. Field notes were used to provide a more in-depth background and to help the observer remember salient events. The field notes contained the description of the professional development training session as it was observed. They are designed to be factual, accurate, and thorough without being judgmental and cluttered by trivia. The date and time of the observation was recorded, and everything that the observer believed to be worth noting was included.

By directly observing operations and activities as they occurred in the professional development setting, the evaluator developed a holistic perspective, i.e., an understanding of the context within which the participants operate. This may be especially important where it is not the event that is of interest, but rather how that event may fit into, or be impacted by, a sequence of events.

Observations usually are guided by a structured protocol. The protocol can take a variety of forms, ranging from the request for a narrative describing events seen to a checklist or a rating scale of specific behaviors/activities that address the evaluation question of interest. The use of a protocols helped the researcher to ensure the gathering of pertinent information and, with appropriate training, applying the same criteria in the evaluation. The protocol used in this study went beyond a recording of events, i.e., use of identified materials, and provides an overall context for the data. The protocol prompted the observer to:

- Describe the setting in which the professional development took place and what the physical setting was like;

- Identify the teachers who participated in the professional development session;

- Describe the content that was presented, i.e., actual activities and messages that were delivered;

- Document the interactions between teacher and principal participants;

- Describe and assess the quality of the delivery of the professional development; and

- Be alert to unanticipated events that might require refocusing one or more evaluation questions.

In this study, observations were used to provide evidence of principals' implementation of adult education principles. The data collected through observations permitted the researcher to focus on the developmental process that occurred enabling principals to be effective adult educators and change agents, and teachers proficient understanding and instructional use of curriculum.

**Data Analysis**

The standards of the invariant constituents as described by Moustakas is not applicable to this research. Therefore, the qualitative portion of this study used a modified version of Moustakas' (1994) method of analyzing phenomenological data. Further, due to the broad range of experiences the researcher had to be cautious with the reduction, which was the essence of teachers' and principals' professional development experience. There was no justification for ignoring experiences just because they were stated by some of the participants but not others. For this reason, the researcher talked about a range of issues as they were revealed in the data. This process included the following steps for each participant: recording relevant statements, identifying invariant constituents or meaning units, clustering meaning units into themes, synthesizing meaning units and themes into textual descriptions, creating individual structural descriptions, and constructing textual-structural descriptions of the essence of the experience. From the individual textual-structural descriptions and clustered themes, a composite integrative textual-structural description was created that described what was common in the experience of all of the participants.

Following transcribing the interviews, the researcher repeatedly read through the transcribed documents consciously bracketing her biases. She identified every statement relevant to the phenomena and regarded them as having equal value. Each of these statements was viewed as adding meaning and a clearer picture of the experience of principal's facilitation of curriculum related professional development. These statements were listed and checked for redundancy; overlapping statements were removed. The remaining units, called invariant constituents or meaning units, signaled unique aspects of

principals' facilitation of curriculum based professional development (Moustakas, 1994).

**Clustering and thematizing.** From the invariant constituents, the researcher clustered the meaning units into larger data units or themes. The researcher did this by relating meaning units to each other and combining interrelated meaning units (Colazzi, 1973). Polkinghorne (1989) described developing themes as a "zigzag" process whereby the researcher moves back and forth between meaning units and a hypothetical list of themes until the resulting list of themes incorporates all meaning units. Therefore, since all meaning units were included, derived themes encompassed what was both common among and unique to the individual experience of principals as facilitators of curriculum related adult learning and teachers as the adult learners. Groenwald (2004) noted that there is often overlap in the meaning clusters, but that is the nature of human experience.

**Individual textual descriptions.** Creswell (2007) labeled the textual descriptions as the "what" of the phenomena. The researcher developed these summaries by synthesizing meaning units and themes combined with verbatim excerpts from participant interviews. In developing these descriptions, the researcher closely interacted with the interview transcripts. These summaries attempted to capture the situation, feelings, conditions, and relationships involved in the studied phenomena (Moustakas, 1994) and were the first time that the participants' words were translated into the researcher's words. The researcher attempted to do this as simply as possible by retaining the "situated character" of the participants' original descriptions and heavily relying on the participants' own words (Polkinghorne, 1989, p.54). These descriptions were provided to the participants via hand delivered mail before the post-interview meeting.

**Individual structural descriptions.** Creswell (2007) conceptualized the

structural descriptions as the "how" of the phenomena. These descriptions focused on the settings and contexts in which participants experienced. The researcher attempted to identify the underlying structures connecting the experience and go beyond appearances to the meaning of the phenomena.

**Individual textual-structural descriptions.** Textual-structural descriptions synthesize the "what" of the experience and "how" it was experienced to create the "essence" of each participant's experience. These descriptions attempted to capture the concreteness and specifics of the participant's experiences supported by verbatim quotes that reflect the feel of the participants' experience.

**Composite textual-structural descriptions.** The composite textural-structural descriptions were developed from the individual textural-structural descriptions and composite theme clusters. Again, a "zigzag" process was used to move back and forth between individual themes and theme clusters or the essential structures of the phenomena (Polkinghorne, 1989). These theme clusters or essential structures were common to most or all of the participants. They were synthesized with the individual textual-structural descriptions which culminated into a description that captured the "essence" of the group's lived experiences. This composite description and a summary of the goals of the study were hand delivered to all participants. Their feedback was requested and relevant new data were worked into the final revised composite textual-structural description.

## Study Limitations

This study was limited in terms of participant accessibility. Subject availability was limited due to time constraints, prior obligations, and transient patterns. Participants

were determined through the process of elimination from a St. Louis County public elementary school. Principal certification requirements and guidelines may differ from states outside of Missouri. Therefore, only Missouri certified principals and teachers were considered for participation in this study. In addition, a portion of this research relied on self reported data which may be somewhat subjective. Therefore, to increase credibility, participants were asked to provide examples and details to support their answers. Also, the researcher addressed contradictions as they occur.

## Chapter Summary

This investigation aimed to answer the following research questions: (1) How do elementary school principals understand and apply the principles of adult learning in professional development, designed to enhance elementary teachers' understanding and instructional use of curriculum? (2) How do elementary teachers experience receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting? (3) What is the experience of elementary teachers change after receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting? A mixed method design with two partial studies sequentially related to one another was deemed most appropriate to meet this goal.

This chapter also detailed the methodology used to address the research questions. For the purpose of this study, the researcher used a modified version of Moustakas' (1994) method of phenomenological data analysis to explore the experiences of principals and teachers in curriculum related professional development. Methods for

obtaining participants and conducting interviews and observations were described. Measures used to ensure subjectivity, validity, and reliability were explained.

All modifications to this study were designed to enhance the integrity of the study while remaining true to its purpose of investigating the experience of teachers receiving professional development designed to enhance teachers' understanding and instructional use of curriculum from principals in a K-12 setting, and the experience of principals facilitating professional development designed to enhance teachers' understanding and instructional use of curriculum in a K-12 setting. The following chapter presents the results of this research study.

Chapter 4: Results

The purpose of this study was to contribute to the literature regarding principals' competencies in creating the conditions for learning in school-based staff development designed to enhance elementary teachers' understanding and instructional use of curriculum. Moreover, this study was designed to understand the experience of teachers and principals through the exploration of the following questions: (1) How do elementary school principals understand and apply the principles of adult learning in professional development, designed to enhance elementary Teachers' understanding and instructional use of curriculum? (2) How do elementary teachers experience receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting? (3) What is the experience of elementary teachers change after receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting?

The teachers and principals identified to participate in this study were determined through purposeful sampling according to the following criteria. First, all participants, served in a specific public elementary school located in St. Louis County Missouri. Second, principals who were identified by the superintendent of schools as potential study participants, served as principal and instructional leader in the building that he/she served as school administrator for a period of 2 years or more. Third, teacher participants who were selected to be interviewed taught under the leadership of the participating principal for a period of 2 years or more.

Packets containing demographic questionnaires and the IPI questionnaires were

delivered to two groups of participants (teachers and principals). After the initial distribution of questionnaires, a review of principal and teacher returned questionnaires was completed. Of the 4 principal questionnaires sent out, 100% were returned. Of the 65 teacher questionnaires sent out 54 were returned. The rate of questionnaire return in relationship to the total number of teachers invited to participate in this study was 83 %. The rate of return for all participants / both groups combined was 84%.

### Participants' Demographic Background

The descriptive characteristics of the entire sample (n=58) are represented in Table 5. Age ranged from 20 to 60 years. The majority of the participants (78%, n=42) were female. Years of experience among teacher participants ranged from 0 to 21years, with the largest group of participants (22%, n=12) having 0-5 years of teaching experience. Years of experience among principal participants ranged from 0 to 10 years, with the majority of the participants (75%, n=3) having 0-5 years of principal experience. Participants reported the number of years in their current building to be between 0-21 years, with the majority of participants (41%, n=22) serving in their present building for 0-5 years.

Over half of the participants (54%, n=29) reported their highest degree earned to be a Bachelor's. Twenty-two participants (41%) earned a Master's Degree.  Eighty-seven percent (n=47) of participants reported that they had been exposed to curriculum concepts formally through undergraduate level course work, graduate level course work, workshop, and or conference. Thirteen percent (n=7) reported that they had informal exposure to curriculum concepts through reading journal articles, mentor, observations, and or professional dialogue. Thirty-seven percent (n=20) of participants reported that

they had not been exposed to adult learning concepts at all. Forty-eight percent (n=26) reported formal exposure to adult learning concepts through undergraduate level course work, graduate level course work, workshop, and or conference. Fifteen percent (n=8) reported that they were exposed to adult learning concepts in an informal manner (reading journal articles, mentor, observations, and or professional dialogue).

Table 5
Demographic Data for Quantitative Study

|  | Frequency = N | Percent % |
| --- | --- | --- |
| *Age* |  |  |
| 20-29 | 7 | 13 |
| 30-39 | 17 | 31 |
| 40-49 | 15 | 28 |
| 50-59 | 10 | 19 |
| 60+ | 5 | 09 |
|  |  |  |
| *Gender* |  |  |
| Female | 42 | 78 |
| Male | 12 | 22 |
|  |  |  |
| *Years as a teacher* |  |  |
| 0-5 | 12 | 22 |
| 6-10 | 11 | 20 |
| 11-15 | 10 | 19 |
| 16-20 | 7 | 13 |
| 21+ | 10 | 19 |
|  |  |  |
| *Years as a principal* |  |  |
| 0-5 | 3 | 75 |
| 6-10 | 1 | 25 |
| 11-15 | 0 | 0 |
| 16-20 | 0 | 0 |
| 21+ | 0 | 0 |
|  |  |  |
| *Years in current building* |  |  |
| 0-5 | 22 | 41 |
| 6-10 | 16 | 30 |
| 11-15 | 7 | 13 |

Table 5 (continued)

Demographic Data for Quantitative Study

|  | Frequency = N | Percent % |
|---|---|---|
| *Years in current building* | | |
| 16-20 | 6 | 11 |
| 21+ | 3 | 05 |
| | | |
| *Highest degree earned* | | |
| Bachelor's | 29 | 54 |
| Master's | 22 | 41 |
| Specialist | 3 | 05 |
| Doctorate | 0 | 0 |
| | | |
| *Exposure to curriculum concepts* | | |
| No exposure | 0 | 0 |
| Formal | 47 | 87 |
| Informal | 7 | 13 |
| | | |
| *Exposure to Adult Learning concepts* | | |
| No exposure | 20 | 37 |
| Formal | 26 | 48 |
| Informal | 8 | 15 |

In this chapter, the findings extracted from the data will be discussed in relation to the research questions. Both quantitative and qualitative results will be shown, and they will be divided into two sections. The findings from the quantitative analysis will address questions 1 and 2. The findings from the qualitative analysis will address questions 1, 2, and 3. The analysis includes the themes found from the interviews and themes found in the field notes from observations. The resulting categorization of themes will be discussed as they emerged from the compilation of the data. These themes will also be discussed in light of the research questions posted for this study.

**Analysis of the Quantitative Data**

A power analysis including all participants and then teachers and principals by group revealed that the sample size for this study is too small to generalize; so, it was difficult to compare the mean and the standard deviation of the different variables. Therefore, the data was examined for normal distribution. There was no normal distribution and data was skewed. For this reason, a nonparametric test was completed to check for normality and again, there was no normality. There is a chance that the sample size was too small; therefore, the effect size was used as a point of reference to validate data that was not significant. In this situation, if the mean and effect are both small then there is a great chance that there is no significance.

As discussed in Chapter two, the MIPI is a validated instrument (Stanton 2005) used to measure self-reported beliefs, feelings, and behaviors of adult educators with multiple indicator variables (Henschke, 1994). In this research the MIPI was used to measure principals' and teachers' self-reported beliefs, feelings, and the behaviors of principals as facilitators of professional development designed to enhance teachers' understanding and instructional use of curriculum. The results of the MIPI were entered into SPSS to determine if items measure the same underlying construct and are closely related. A Cronbach's alpha) was calculated as .83 for the seven sub-scale scores and as .95 for the 45 items of the MIPI.

Stanton's (2005) analysis of the IPI's construct validity revealed that the overall internal reliability for the IPI was adequate with a reported Cronbach's alpha of .87. In this study, six of the seven factors comprising the IPI had acceptable internal reliability.

However, as in Stanton's study, Factor 1 (teacher empathy with learners) and Factor 7 (teacher-centered learning processes) were weak affecting the internal reliability.

A review of the distribution for normality was completed through histograms, skewness, and kurtosis. The value of skewness and kurtosis in a normal distribution is zero. Table 6 shows the skewness, kurtosis, and their standard errors for all participants.

Table 6

*Skewness and Kurtosis of MIPI for All Participants*

| Position | Skewness | Std. Error | Skewed? | Kurtosis | Std. Error | Kurtosed? | Normal? |
|---|---|---|---|---|---|---|---|
| Principals | 1.417 | 1.39 | N | 1.747 | 1 | N | Y |
| Teachers | -.631 | -1.94 | N | -.647 | -1.01 | N | Y |
| Both (P/T) | -.710 | 2.26 | N | -.451 | -0.72 | N | Y |

A common rule-of-thumb test for normality is to divide the descriptive statistics of skewness and kurtosis by their standard errors (Garson, 2006b). The skewness and kurtosis ratio of the data for all participants is shown in Table 7. These ratios should be within the +2 to -2 range for normality (Garson, 2006b). A review of the data showed all MIPI sub-areas are within the normal range for kurtosis.

Table 7

*Skewness and Kurtosis Ratio of MIPI Factors for All Participants*

| Factor | Position | Skewness | Std. Error | Kurtosis | Std. Error |
|---|---|---|---|---|---|
| Teacher empathy | 1 | .864 | .85 | -.286 | -0.109 |
| | 2 | -.713 | -2.19 | -.561 | -0.877 |
| | Total | -.790 | -2.51 | -.380 | -0.61 |
| Teacher trust | 1 | 1.129 | 1.11 | 2.227 | 0.85 |
| | 2 | -.747 | -2.29 | -.507 | -0.793 |
| | Total | -.829 | -2.64 | -.316 | -5.11 |

Table 7 (continued)

*Skewness and Kurtosis Ratio of MIPI Factors for All Participants*

| Factor | Position | Skewness | Std. Error | Kurtosis | Std. Error |
|--------|----------|----------|-----------|----------|-----------|
| Planning & delivery | 1 | 1.138 | 1.12 | .758 | 0.28 |
| | 2 | -.681 | -2.09 | -.560 | 0.87 |
| | Total | -.725 | -2.30 | -.403 | -0.65 |
| Accommodation | 1 | -358 | -0.35 | .257 | 0.09 |
| | 2 | -.624 | -1.92 | -.638 | -0.99 |
| | Total | -.699 | -2.22 | -.495 | -0.80 |
| Insensitivity | 1 | -1.129 | -1.11 | 2.227 | 0.85 |
| | 2 | -1.011 | -3.11 | .589 | 0.92 |
| | Total | -.924 | -2.94 | .471 | 0.76 |
| Experience | 1 | .764 | 0.75 | 1.500 | 0.57 |
| | 2 | -.067 | -0.2 | -1.039 | -1.62 |
| | Total | -.064 | -0.2 | -.975 | -1.57 |
| Teacher-centered | 1 | .000 | 1.01 | -1.20 | 2.62 |
| | 2 | .535 | .314 | .629 | .618 |

A review of the data reveals non-skewness for teachers in experience-based learning techniques and principals in all areas except teacher empathy with learners. The data also reveals normal kurtosis for teachers in all areas and principals in all areas except teacher empathy with learners and accommodation. However, as previously mentioned the sample size is small and may impact normality.

**Descriptive Statistics Analysis**

The descriptive statistics are reported in this section. Three different sets of scores for the MIPI were calculated. The first score is a total mean of all items possible on the MIPI. The second scores are means for the seven factors of the MIPI (teacher empathy

with learners, teacher trust of learners, planning and delivery of instruction, accommodating learner uniqueness, teacher insensitivity toward learners, experience-based learning techniques, and teacher-centered learning processes). The third score is a grand mean for all of the scores combined on the MIPI.

**Research Questions and Data**

The purpose of this study is to contribute to the knowledge regarding the competencies of principals in creating the conditions for learning in school-based staff development designed to enhance elementary teachers' understanding and instructional use of curriculum. Principals, as facilitators of professional development with teachers as learners, can utilize the principles of adult learning to help create the conditions for learning in school-based staff development. Moreover, this portion of the study was designed to answer questions one and two. These questions will be discussed with the data individually.

From the MIPI an overall score was generated from a five level scale. The MIPI scores and category Levels was used to determine where scores of principals and teachers would rate on Stricker's (2007) andragogical principles (see Table 8).

Table 8

*MIPI Use of Andragogical Principles Category Levels*

| Category Levels | Percentage | MIPI Score |
| --- | --- | --- |
| High above average | 89-100 | 225-199 |
| Above average | 88-82 | 198-185 |
| Average | 81-66 | 184-149 |
| Below average | 65-55 | 148-124 |
| Low below average | 54 | < 123 |

**Data for research question one.** How do elementary school principals understand and apply the principles of adult learning in professional development, designed to enhance elementary teachers' understanding and instructional use of curriculum? Principals' self-reported scores for the MIPI were calculated with mean ranks for principals (Mean Rank = 170). The total means and standard deviations of all points possible on the MIPI for principals were calculated and are listed in Table 9. Principal's total score mean of 170.25 is in the average category level and the median score of 155.94 is also in the average category level. The range of total mean scores from minimum (163) to maximum (183) for principals' scores indicate that overall principals can be viewed as average as it relates to their understanding and use of adult education principles and practices.

Table 9

*MIPI Total Mean and SD for Principals*

| Position | $N$ | Min | Max | *Mean* | Median | *SD* |
|----------|-----|-----|-----|--------|--------|------|
| Principals | 4 | 163 | 183 | 170.25 | 155.94 | 9 |

To further assist with answering this research question, principals' individual sub-scales were analyzed. Means, medians, and standard deviations of the seven factors/ sub-scales for principals are shown in Table 10. Principals' MIPI scores varied from 163 to 183 and the mean of the sample was 170.25 with a standard deviation of 9. Overall, principals perceived themselves to be above average as it relates to their understanding and use of adult education principles. For each sub-scale principals rated themselves above average. Factor 1 (teacher empathy with learner) total scores ranged from 19 to 25 and the mean was 21.5 with a standard deviation of 1.32.

Table 10

*MIPI Sub-scale Means, Medians, and SD for Principals*

| Position | N | Min | Max | M | Median | SD |
|---|---|---|---|---|---|---|
| Teacher empathy with learners | 4 | 19 | 25 | 21 | 21 | 1.32 |
| Teacher trust of learners | 4 | 43 | 55 | 48 | 39.99 | 2.52 |
| Planning and delivery of instruction | 4 | 18 | 25 | 20.75 | 15.82 | 1.55 |
| Accommodating learner uniqueness | 4 | 25 | 34 | 29.75 | 23.74 | 1.89 |
| Teacher insensitivity toward learners | 4 | 17 | 26 | 22.25 | 16.24 | 1.89 |
| Experience-based learning techniques | 4 | 12 | 21 | 16 | 10.05 | 1.89 |
| Teacher-centered learning processes | 4 | 6 | 19 | 12 | 3.48 | 1.87 |
| Total | 4 | 163 | 183 | 170.25 | 155.94 | 9 |

Factor 2 (teacher trust of learners) total scores ranged from 43 to 55 and the mean was 48 with a standard deviation of 2.52. Factor 3 (planning and delivery of instruction) total scores ranged from 18 to 25 and the mean was 20.75 with a standard deviation of 1.55. Factor 4 (accommodating learner uniqueness) total scores ranged from 25 to 34 and the mean was 29.75 with a standard deviation of 1.89. Factor 5 (teacher insensitivity toward learners) total scores ranged from 17 to 26 and the mean was 22.25 with a standard deviation of 1.89. Factor 6 (experience-based learning techniques) total scores ranged from 12 to 21 and the mean was 16 with a standard deviation of 1.89. Factor 7 (teacher centered learning process) total scores ranged from 6 to 19 and the mean was 12 with a standard deviation of 1.87.

To gain an understanding of principals' perception in comparison to teachers', Table 11 shows a comparison of means between teachers and principals' scores. A *t*-test for independent samples was used to assess differences between teachers and principals. The mean for principals was 170.25 with a standard deviation of 9. The mean for teachers was 157.52 with a standard deviation of 36.37. The total mean for principals and teachers combined was 158.39 with a standard deviation of 35.28 and a *t*-value of 1.90. There was not a significant difference between teachers' and principals' ($t$ (57) = 1.90, $p > .05$) MIPI scores.

Table 11

*Scores for MIPI: Comparison of Means*

| Position | *Mean* | *SD* | *t*-value | *Df* | *P* |
|---|---|---|---|---|---|
| Principals | 170.25 | 9 | | | |
| Teachers | 157.52 | 36.37 | | | |
| Total | 158.39 | 35.28 | 1.90 | 57 | .08 |

**Data for research question two.** How do elementary teachers experience receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting? A power analysis revealed power>0.999 which is almost 100%. So, the sample size for teachers is adequate. Therefore, to assist in answering this research question, individual sub-scales and questions from the teachers' MIPI scores were analyzed. In addition to sub-scale scores, teacher responses to specific MIPI questions offer more detailed insight. Further, the mean was computed for each question. Table 12 shows the means, medians, and standard deviations of the seven sub-scales for teachers' perceptions of their principal for all independent variables.

Table 12

*MIPI Sub-scale Means, Medians, and SD for Teachers*

| Position | N | Min | Max | Mean | Median | SD |
|---|---|---|---|---|---|---|
| Teacher empathy with learners | 54 | 5 | 25 | 18.43 | 15.62 | 6.34 |
| Teacher trust of learners | 54 | 11 | 55 | 41.43 | 35.99 | 12.84 |
| Planning and delivery of instruction | 54 | 5 | 25 | 18.74 | 16.11 | 5.74 |
| Accommodating learner uniqueness | 54 | 7 | 35 | 25.28 | 22.39 | 7.58 |
| Teacher insensitivity toward learners | 54 | 7 | 35 | 25.46 | 23.49 | 6.17 |
| Experience based learning techniques | 54 | 5 | 25 | 15.85 | 13.59 | 5.56 |
| Teacher-centered learning processes | 54 | 5 | 25 | 12.41 | 11.34 | 4.06 |
| Total | 54 | 82 | 211 | 157.52 | 41.80 | 35.28 |

Teachers' MIPI scores varied from 82 to 211 and the mean of the sample was 157.52 with a standard deviation of 35.28. Based on teachers' experience, overall principals are perceived as being average in their understanding and use of adult education principles. Factor 1 (*teacher empathy with learner*) total scores ranged from 5 to 25 and the mean was 18.43 with a standard deviation of 6.34. Factor 2 (*teacher trust of learners*) total scores ranged from 11 to 55 and the mean was 41.43 with a standard deviation of 12.84. Factor 3 (*planning and delivery of instruction*) total scores ranged from 5 to 25 and the mean was 18.74 with a standard deviation of 5.74. Factor 4 (*accommodating learner uniqueness*) total scores ranged from 7 to 35 and the mean was 25.28 with a standard deviation of 7.58. Factor 5 (*teacher insensitivity toward learners*) total scores ranged from 7 to 35 and the mean was 25.46 with a standard deviation of 6.17. Factor 6 (*experience based learning techniques*) total scores ranged from 5 to 25 and the mean was 15.85 with a standard deviation of 5.56. Factor 7 (*teacher centered learning process*) total scores ranged from 5 to 25 and the mean was 12.41 with a

standard deviation of 4.06. When compared there is not a significant difference in principals' and teachers' MIPI scores.

In the sub-scale *teacher empathy with learners*, responses indicate teachers believe that their principal express attitudes of empathy toward learners. More specifically, scores indicate that the principal is: (a) fully prepared to teach, (b) notices and acknowledges positive changes in teachers, (c) expresses appreciation to teachers who actively participate, and (d) promotes positive self-esteem in teachers. Data for the sub-scale teacher empathy with learners can be found in Table 13.

Table 13

Teacher MIPI: Sub-Scale Teacher Empathy with Learners (Appendix F page 190)

| Sub-scale | Min | Max | *Mean* | N | *SD* |
| --- | --- | --- | --- | --- | --- |
| Question 4 | 1 | 5 | 3.71 | 54 | 1.61 |
| Question 12 | 1 | 5 | 3.52 | 54 | 1.38 |
| Question 19 | 1 | 5 | 3.33 | 54 | 1.40 |
| Question 26 | 1 | 5 | 3.58 | 54 | 1.33 |
| Question 33 | 1 | 5 | 3.51 | 54 | 1.58 |
| Total | 5 | 25 | 18.43 | 54 | 6.37 |

For the sub-scale of (*teacher trust of learners)*, responses indicate teachers believe principals: (a) purposefully communicate to teachers that each is uniquely important, (b) feel teachers need to be aware of and communicate their thoughts and feelings, (c) hear what teachers indicate their learning needs, (b) engage teachers in clarifying their own aspirations, (e) develop supportive relationships with teachers, (f) respect the dignity and integrity of teachers. The data for a teacher trust of learners can be found in Table 14.

Table 14

Teacher MIPI Sub-scale: Teacher Trust of Learners (Appendix F page 190)

| Sub-scale | Min | Max | *Mean* | *N* | *SD* |
|-----------|-----|-----|--------|-----|------|
| Question 7 | 1 | 5 | 3.51 | 54 | 1.38 |
| Question 8 | 1 | 5 | 4.00 | 54 | 1.26 |
| Question 16 | 1 | 5 | 3.96 | 54 | 1.11 |
| Question 28 | 1 | 5 | 3.49 | 54 | 1.52 |
| Question 29 | 1 | 5 | 3.20 | 54 | 1.57 |
| Question 30 | 1 | 5 | 3.51 | 54 | 1.46 |
| Question 31 | 1 | 5 | 3.56 | 54 | 1.47 |
| Question 39 | 1 | 5 | 3.33 | 54 | 1.71 |
| Question 43 | 1 | 5 | 3.91 | 54 | 1.22 |
| Question 44 | 1 | 5 | 3.73 | 54 | 1.37 |
| Question 45 | 1 | 5 | 3.76 | 54 | 1.64 |
| Total | 11 | 55 | 41.43 | 54 | 12.91 |

For the sub-scale of *planning and delivery of instruction*, responses indicate the attitude of principals toward teachers as learners in school-based staff development is designed to enhance understanding and use of curriculum was positive as it relates to: (a) use a variety of teaching techniques, (b) search for or create new teaching techniques, (c) establish instructional objectives, (d) use a variety of instructional media, (e) integrate teaching technique with subject matter content. Table 15 shows teachers ratings of principals for each question related to planning and delivery of instruction.

Table 15

Teacher MIPI Sub-Scale: Planning and Delivery of Instruction (Appendix F page 190)

| Sub-scale | Min | Max | *Mean* | *N* | *SD* |
|-----------|-----|-----|--------|-----|------|
| Question 1 | 1 | 5 | 3.82 | 54 | 1.09 |
| Question 9 | 1 | 5 | 3.56 | 54 | 1.40 |

Table 15 (continued)

Teacher MIPI Sub-Scale: Planning and Delivery of Instruction(Appendix F page 190)

| Sub-scale | Min | Max | *Mean* | *N* | *SD* |
|-----------|-----|-----|--------|-----|------|
| Question 22 | 1 | 5 | 3.89 | 54 | 1.23 |
| Question 23 | 1 | 5 | 3.51 | 54 | 1.16 |
| Question 42 | 1 | 5 | 3.20 | 54 | 1.70 |
| Total | 5 | 25 | 18.74 | 54 | 5.71 |

In the sub-area of *accommodating learner uniqueness*, responses indicate the attitude of principals toward teachers as learners in school-based staff development was they: (a) believe that teachers vary in the way they acquire, process, and apply subject matter knowledge; and (b) encourage teachers to solicit assistance from other teachers. As reflected in Table 16 the attitude of the teachers for this question is that principals really listen to what teachers have to say.

Table 16

Teacher MIPI Sub-Scale: Accommodating Learner Uniqueness (Appendix F page 190)

| Sub-scale | Min | Max | *Mean* | *N* | *SD* |
|-----------|-----|-----|--------|-----|------|
| Question 6 | 1 | 5 | 3.51 | 54 | 1.25 |
| Question 14 | 1 | 5 | 3.56 | 54 | 1.36 |
| Question 15 | 1 | 5 | 3.93 | 54 | 1.14 |
| Question 17 | 1 | 5 | 3.98 | 54 | 1.14 |
| Question 37 | 1 | 5 | 2.93 | 54 | 1.58 |
| Question 38 | 1 | 5 | 3.44 | 54 | 1.65 |
| Question 40 | 1 | 5 | 3.20 | 54 | 1.50 |
| Total | 7 | 35 | 25.28 | 54 | 7.57 |

In the sub-scale of *teacher insensitivity toward learners*, teachers' responses

indicate that overall principals are sensitive towards learners. Moreover, the principals do not feel impatient with teachers' progress and does not feel irritation at teacher inattentiveness in the learning setting. An analysis of the data revealed that teachers scored principals low on question 13. The attitude of teachers for this question is that principals have difficulty getting their point across to teachers. In general, teachers believe their principals express empathy with them as learners sometimes, trust them as learners sometimes, accommodate their learning uniqueness sometimes, and are insensitive to them as learners somewhere between never and rarely. Table 17 shows teachers ratings of principals for each question related to teacher insensitivity toward learners.

Table 17

Teacher MIPI Sub-Scale Teacher Insensitivity Toward Learners (Appendix F page 190)

| Sub-scale | Min | Max | *Mean* | *N* | *SD* |
|-----------|-----|-----|--------|-----|------|
| Question 5 | 1 | 5 | 3.76 | 54 | 1.90 |
| Question 13 | 1 | 4 | 1.89 | 54 | .91 |
| Question 18 | 1 | 15 | 4.49 | 54 | 1.89 |
| Question 27 | 1 | 5 | 3.62 | 54 | 1.81 |
| Question 32 | 1 | 5 | 3.71 | 54 | 1.80 |
| Question 36 | 1 | 5 | 4.13 | 54 | 1.34 |
| Question 41 | 1 | 5 | 3.62 | 54 | 1.77 |
| Total | 7 | 35 | 25.46 | 54 | 5.85 |

In the sub-scale of *experienced based learning techniques* (learner-centered learning process), responses indicate that principals: (a) use buzz groups, (b) teach through simulations of real-life, and (c) conduct group discussions. In general, teachers believe their principals use experience based learning techniques. However, as indicated

by the lower means (with similar standard deviations) they don't use listening teams or conduct role plays as often in staff developments designed to enhance their understanding and use of curriculum (see Table 18).

Table 18

Teacher MIPI Sub-Scale Experienced Based Learning Techniques (Appendix F pg. 190)

| Sub-scale | Min | Max | *Mean* | *N* | *SD* |
|---|---|---|---|---|---|
| Question 2 | 1 | 5 | 3.0 | 54 | 1.26 |
| Question 10 | 1 | 5 | 3.40 | 54 | 1.44 |
| Question 21 | 1 | 5 | 3.93 | 52 | 1.10 |
| Question 24 | 1 | 5 | 2.56 | 54 | 1.41 |
| Question 35 | 1 | 5 | 2.24 | 54 | 1.90 |
| Total | 5 | 25 | 15.85 | 54 | 4.98 |

In the sub-scale of *teacher-centered learning process*, responses indicate that teachers believe the attitude of principals reflect that their: (a) primary goal is to provide teachers with as much information as possible, (b) teach exactly what and how planned, (c) make presentations clear enough to forestall teacher questions, (d) personal teaching skills are as refined as they can be, and (e) require teachers to follow the précised learning experience provided to them  (see Table 19).

Table 19

Teacher MIPI Sub-scale  Teacher-Centered Learning Process (Appendix F page 190)

| Sub-scale | Min | Max | *Mean* | *N* | *SD* |
|---|---|---|---|---|---|
| Question 3 | 1 | 5 | 2.22 | 54 | 1.22 |
| Question 11 | 1 | 5 | 2.27 | 54 | 1.42 |
| Question 20 | 1 | 5 | 2.56 | 54 | .95 |
| Question 25 | 1 | 5 | 3.07 | 54 | 1.40 |
| Question 34 | 1 | 5 | 2.80 | 54 | 1.49 |

Table 19 (continued)

Teacher MIPI Sub-scale  Teacher-Centered Learning Process (Appendix F page 190)

| Sub-scale | Min | Max | *Mean* | *N* | *SD* |
|-----------|-----|-----|--------|-----|------|
| Total | 5 | 25 | 12.41 | 54 | 4.20 |

Finally, based on MIPI samples, there are significant differences between schools. Therefore, I compared statistical data on the total MIPI teacher scores to distinguish between experiences amongst teachers from each of the four groups. Table 20 depicts the results of that descriptive analysis.

Table 20

*Teacher Total MIPI Per School*

| School | Min | Max | *Mean* | *SD* |
|--------|-----|-----|--------|------|
| 1 | 82 | 183 | 136.45 | 32.92 |
| 2 | 102 | 168 | 136.88 | 28.35 |
| 3 | 140 | 211 | 186.53 | 20.77 |
| 4 | 109 | 199 | 176.31 | 22.69 |
| Total | 108 | 190 | 158.40 | 35.28 |

The data shows that there is a significant difference between MIPI mean scores of teachers from schools 1 and 3, 1 and 4, 2 and 4, and 2 and 3.  Likewise, there is not a significant difference between schools 1 and 2, and 3 and 4.  In fact, schools 1 and 2 both have a mean of 136. School 4scored a mean of 176. All three were perceived as being average in their understanding and application of adult education principles in staff development designed to enhance teachers' understanding and instructional use of curriculum. The principal of school 3 scored 186 and was perceived as being above

average.

## Analysis of the Qualitative Data

For the purpose of satisfying the qualitative portion of this study the researcher used a modified version of Moustakas' (1994) method of analyzing phenomenological data. As stated in chapter four, this process included the following steps for each participant: recording relevant statements, identifying invariant constituents or meaning units, clustering meaning units into themes, synthesizing meaning units and themes into textual descriptions, creating individual structural descriptions, and constructing textual-structural descriptions of the essence of the experience. From the individual textual-structural descriptions and clustered themes, a composite integrative textual-structural description was created that described what was common in the experience of all of the participants.

The researcher conducted semi-structured interviews and observations were conducted with each participant within the context of the school that he or she was assigned. Each interview involved an informal interactive process. To start, participants were asked a "grand tour" question leading into open ended comments and questions. Immediately following interviews, the researcher and a qualified peer consultant transcribed each interview. Following transcribing the interviews, the researcher repeatedly read through the transcribed documents consciously bracketing her biases. She identified every statement relevant to the phenomena and regarded them as having equal value. Each of these statements was viewed as adding meaning and a clearer picture of the experience of principal's facilitation of curriculum related professional development. These statements were listed and redundant; overlapping statements were

removed. The remaining units, called invariant constituents or meaning units, signaled unique aspects of principals' facilitation of curriculum based professional development (Moustakas, 1994).

**Participants' Demographic Background**

The participants for the quantitative portion of this study included 4 principals and 54 teachers from a St. Louis county school district. The 12 participants included in this portion of the study constitute a subsample from the quantitative study. The word principal describes a category called instructional leader or supervisor of teachers in an elementary school setting. Four elementary school principals participated in this study. The word teacher describes a category called instructor of pre-kindergarten/elementary level students. This study included 8 elementary teacher participants. Both principal and teacher participants were asked to complete a demographic questionnaire which included factors of age, gender, years of experience, years in building, highest degree earned, professional affiliations, years as principal or teacher, and exposure to curriculum. The demographic data of principals who completed questionnaires is listed in Table 21. Data includes age gender building level years as principal, and highest degree earned.

Table 21

*Demographic Data for Principals*

| Participant # | Age | Gender | Years as principal | Years in building | Highest Degree Earned |
|---|---|---|---|---|---|
| P11 | 40-49 | F | 0-5 | 0-5 | Masters |
| P12 | 40-49 | F | 0-5 | 6-10 | Masters |
| P13 | 50-59 | M | 0-5 | 0-5 | Specialist |
| P14 | 40-49 | M | 6-10 | 6-10 | Masters |

The demographic data for teachers who completed questionnaires is indicated in

Table 22.  Data includes age, gender, years in building, years as a teacher, and highest degree earned.

Table 22

*Demographic Data for Teachers*

| Participant # | Age | Gender | Years as teacher | Years in building | Highest Degree Earned |
|---|---|---|---|---|---|
| T007 | 50-59 | M | 21+ | 16-21 | Masters |
| T008 | 40-49 | F | 21+ | 11-15 | Masters |
| T011 | 40-49 | M | 0-5 | 0-5 | Bachelors |
| T012 | 20-29 | M | 0-5 | 0-5 | Bachelors |
| T013 | 40-49 | F | 11-15 | 6-10 | Masters |
| T014 | 40-49 | M | 11-15 | 6-10 | Masters |
| T031 | 20-29 | F | 0-5 | 0-5 | Bachelors |
| T050 | 60+ | F | 21+ | 21+ | Masters |
| T063 | 40-49 | F | 11-15 | 11-15 | Masters |

An additional portion of the demographic questionnaire for principals included questions about their formal and informal exposure to adult learning concepts and how they received the exposure to adult learning. Participants were asked to circle all that applied and could choose from no exposure, as well as reading in a book or journal article. Table 23 shows principals' responses.

Table 23

*Exposure to Adult Learning by Source for Principals*

| Source | Frequency | Percent |
|---|---|---|
| No Exposure | 2 | 50 |
| Reading In a book or journal article | 2 | 50 |
| Bachelor's level college/university course | 1 | 25 |
| Master's level college/university course | 2 | 50 |

Table 23 (continued)

*Exposure to Adult Learning by Source for Principals*

| Source | Frequency | Percent |
|--------|-----------|---------|
| Doctorate level college/university course | 1 | 25 |
| Workshop on adult learning | 1 | 25 |
| Conference on adult learning | 1 | 25 |
| Mentor | 1 | 25 |
| Observation | 1 | 25 |
| Professional dialogue | 2 | 50 |
| Reflection | 1 | 25 |
| Gut feelings about what I ought to do as a teacher/principal | 0 | 0 |

An additional portion of the demographic questionnaire for principals included questions about their formal and informal exposure to curriculum concepts and how they received the exposure to curriculum. Participants were asked to circle all that applied and could choose from no exposure, as well as reading in a book or journal article. Their answers are reflected in Table 24.

Table 24

*Exposure to Curriculum Concepts by Source for Principals*

| Source | Frequency | Percent |
|--------|-----------|---------|
| No Exposure | 0 | 0 |
| Reading In a book or journal article | 3 | 75 |
| Bachelor's level college/university course | 4 | 75 |

Table 24 (continued)

*Exposure to Curriculum Concepts by Source for Principals*

| Source | Frequency | Percent |
|---|---|---|
| Gut feelings about what I ought to do as a principal | 0 | 0 |
| Master's level college/university course | 4 | 100 |
| Doctorate level college/university course | 1 | 25 |
| Workshop on curriculum concepts | 1 | 25 |
| Conference on curriculum concepts | 2 | 50 |
| Mentor | 1 | 25 |
| Observation | 1 | 25 |
| Professional dialogue | 3 | 75 |
| Reflection | 1 | 25 |

**Research Questions and Data**

The purpose of this study is to contribute to the knowledge regarding the competencies of principals in creating the conditions for learning in school-based staff development. Principals, as facilitators of professional development with teachers as learners, can utilize the principles of adult learning to help create the conditions for learning in school-based staff development. Moreover, this portion of the study was designed to answer research questions 1, 2, and 3. These questions will be discussed with the data individually.

A line-by-line analysis of the data identified five primary themes common among and unique to the individual experience of principals as facilitators of curriculum related adult learning and teachers as the adult learners. The themes include: (a) leadership qualities, (b) planning and implementation, (c) climate, (d) instructional activities and

strategies, and (e) accountability measures. This research confirms the finding of Groenwald (2004) who noted that there is often overlap in the meaning clusters, but that is the nature of human experience. The following is a brief description of each of these five themes as they are defined within this study.

The first theme that arose was leadership qualities. This particular theme was evident in both teachers' and principals' interviews and observations. For the purpose of this study, leadership qualities are defined as attributes that the principal possesses that impacts school culture, teachers' skills, knowledge, understanding and use of curriculum. Key terms that were used to identify statements that fit this theme are relationship building, organization and preparation, principal's content knowledge, knowledge of staff, principal's facilitation of professional development, principal's support of teachers, principal's ability to developing others, principal's knowledge of data and as an instructional leader.

This theme is supported in the research of Elmore (2000), Terehoff (2002), McPherson and Lorenz (1985), and Knowles (1990). Drago-Severson (2000) and Terry (1996) indicate the importance of being viewed as an instructional leader, and creating a developmentally-oriented school culture amongst other things. According to Reynolds (2009) In order to establish a strong learning community, there needs to be a sense of trust, encouragement, and an understanding and appreciation for learning.

Planning and implementing professional development was the second theme that emerged from the data. This researcher defines planning and implementing professional development as factors used to identify professional development content and determine approaches used to instruct teachers. Key terms that were used to identify statements that

fit this theme are teacher involvement, curriculum and data, and the School Improvement Plan.

This category is substantiated in the work of Knowles (1996), Drago-Severson (2000), Ingalls (1984), and Terehoff (2002). According to Levine (1989), professional development is necessary for teacher development and school reform. This theme is further supported by a host of other researchers who subscribe to the belief that professional development must be balanced between meeting the needs of the individual teachers and advancing organizational goals of the school district (Bradley, 1996; Darling-Hammond, 1999; Elmore & Burney, 1999; Hill et al., 1989; Huberman, 1983; Little, 1999; National Staff Development Council, 2001).

The third theme that arose was climate. Climate includes aspects of the learning environment that impacts teachers' learning experiences such as: collaborations, the relevance of professional development content, overall consistency, teachers' comfort level and participation. This category is corroborated in the research of Kiley and Jensen (2000), Arbuckle (1995), Drago-Severson (2000), and Ingalls (1984). Knowles asserted that climate setting is probably the most critical element in the process of Human Resources Development.

Instructional activities and strategies is the forth theme that surfaced during my analysis. These are defined as activities and strategies employed by the teacher of adults as a means of facilitating teachers' acquisition and use of content introduced in professional development. Some of the key words used to identify statements that fit this theme were the importance of differentiating, engaging the adult learner, and using a variety of activities.

The category Instructional activities and strategies is supported through research provided by Dunn (1988) and Knowles (1996). Weathersby and Harkreader (1999) indicated that research demonstrates that teachers were motivated to participate in staff development activities because the activities were part of their school improvement plan or activities that would help them meet their goals. Other research supports teachers expectation that their principal create a climate which promotes a wide range of learning activities (Hall et al., 1983; Johnson & Chaky, 1978).

The final theme to emerge from the data was accountability measures. These are techniques and methods used to regulate and ensure teachers' acquisition and use of new information. The most common methods used to monitor and evaluate teachers are categorized as formal and informal observations/evaluations such as observation checklists and MSIP checklists. The importance of accountability measures is addressed through research in a variety of ways. Drago-Severson (2000) addresses the importance of the principal emphasizing teacher learning and focusing on teachers' personal growth. The National Staff Development Council (2001) recommends incorporating professional development into school evaluations.

**Research question one.** How do elementary school principals understand and apply the principles of adult learning in professional development, designed to enhance elementary teachers' understanding and instructional use of curriculum?

*Leadership Qualities.* Four out of 4 of the principal participants, and 8 of the 8 of the teacher participants interviewed viewed leadership qualities as critical to the role that the principal plays as the instructional leader. This thinking developed from principals' concerns over teachers with lifetime certification who were no longer required to seek

more formal education. It is their feeling that professional development training is where they get the most recent information that can be used to hone their individual teaching skills. This need requires the principal to be an effective instructional leader. According to principal participants, they have to be resourceful and crafty enough to facilitate professional development trainings that meet district and building level goals while meeting the needs of individual teachers. However, individualizing learning for teachers was an area that principals scored poorly on the MIPI.

P11 warned that most of the teachers who have lifetime certification only receive current information and research based strategies in professional development. P14 shared that for this reason, it is necessary for the principal to make arrangements to bring in the resources and provide opportunities for professional development to happen. During observations, principals gave considerable focus to content over individual teacher needs. However, P14 was the only principal observed differentiating based on learner needs.

In spite of the majority of participants acknowledging the importance of the instructional leader, there was some uncertainty amongst principals about their ability to perform. Principal participants shared information that significantly effects the principals ability to proficiently communicate professional development content to teachers such as: uncertainty about how to facilitate a meeting, being more comfortable with being a building manager versus an instructional leader, and not understanding curriculum content well enough to effectively teach it.

In fact,  P12 stated, "I'm not sure if I know how to do a meeting. If I don't have it – it's hit or miss." P12 went on to say, "As an administrator, I feel like I'm a

building manager, an excellent building manager, but as an instructional leader, I have to each say embrace that." Similarly, P13 stated, "How can you teach something when you don't understand it yourself? Professional development enables you to execute the curriculum. If you don't understand what the curriculum is and be comfortable with it, then professional development is ineffective." P14 summarized the critical nature of the principal as the instructional leader by saying,

I think I have a good relationship with the teachers, and if I'm knowledgeable and well organized in how I present it - they'll learn something. you just prepare the best that you can. Again, I think it's about the relationship you have with teachers, and your ability to be knowledgeable and organized. You have to have those components to increase your odds of having success.

MIPI scores revealed that principals were fully prepared to teach, and that overall principals have a good relationship with/and support teachers. But, principals presentations are not clear enough to forestall questions. Also, they believe that their teaching skills are as refined as they can get. During observations, 1 of the 3 principals observed forgot the meaning of the acronym MAP, but accepted assistance from a teacher. 3 of the 4 principals observed appeared very confident while facilitating professional development activities, and 4 of the 4 had an agenda and a power-point to use as a guide. P12 facilitated a book study in which she read the text to the teachers and then asked them questions. There were no obvious signs that the principal or teachers had proficient knowledge of the content until it was time to summarize the book.

Relationship building and the development of others also arose as significant leadership qualities. Principals referred to these two qualities as they were strategies.

However, they also shared that relationship building extended beyond that of a strategy due to the significant effect that it has on the rapport that the principal has with his/her staff. 75% of the principals interviewed for this study shared that they want teachers to feel supported and understood. P14 said,

> I think it goes back to a strategy or a technique other than just having a good
> relationship with the staff. I want them to feel as if they can come and share with
>  me whatever it is that they need. I understand and I share with them that I'm a
> teacher who happens to be a principle, but I understand.

T007 shared that while being supportive is not their principal's strong suite she's very understanding. Therefore, teachers seek advice from their peers before going to the principal. On the other hand T50 shared that her principal is so supportive that once he taught a social studies lesson to the sixth grade class because their teacher was detained in traffic. Further, he always tells the staff that they are great, and is there to answer any questions that they may have.

As it relates to the development of others, T35 said, "The principal knows how to find the strongest traits in individuals to help their peers." However, 75% of the principals interviewed for this study mentioned that professional development for specialists, PE, art, music, our gifted and talented teachers, counselors and our  social workers is not focused on targeting their professional developmental needs. They are simply placed on an academic team and expected to go through the motions of participating. The trainings have very little relevance to them. This was evident during 4 of the 4 observations. Specialty are teachers were assigned to a group within grade level teams and specific content areas. They were expected to apply academic concepts to their

specific area without the benefit of input from their fine arts colleagues.

On the contrary, teachers leadership skills are honed across the board. This district expectation ensures that every principal puts the wheels in motion to develop teacher leaders and actually demonstrate how they are being used. Some principals have taken this mandate a step further, and created leadership teams that are specific to their school improvement plan. Principals commented that they were trained with specific leadership teams as well, to ensure that they had a foundational knowledge of the content that they were responsible for. P11 shared,

> I would say that the thing that we are worst about is providing really strong professional development for our specialists, for PE, art, music, our gifted and talented teachers, counselors and our social workers. What ends up happening a lot of times is that they get kind of subsumed into some team and it's not very meaningful for them.

Developing others seemed to be a natural lead into shared leadership. In fact, many of the responses given by participants supported shared leadership. 100% of the principals who participated in this study had various leadership teams. The individuals selected to serve on these teams shared the responsibilities of making decisions, disseminating information, rolling out the school improvement plan to their colleagues, and facilitating professional developments with their team of teachers. P12 shared that this year each building had to have a leadership team. They also have an accountability team and a PBIS team – which P12 stated, "I'm leading." P11 stated, "I try to involve the teachers as much as I can. I actually have 2 leadership teams. I have a PBIS leadership team and I have a PLC leadership team. In both cases we've gone through training

together." T35 added,

> First he introduces information and training content to the executive committee. He gives each person on the committee a part to play to make sure that his vision is shared within our grade-level teams. Then, he introduces it to the whole staff during a staff meeting or professional development.

*Planning and Implementation.* The second theme that arose strongly was planning and implementation. Principals shared some very interesting points about their role in this process. For the most part, they believe that the purpose of professional development is to hone the teaching skills of the teachers and provide them with content that they can take back to the classroom and use to improve student achievement. To ensure that the content will meet that goal, participants responses were aimed at determinant factors. These are factors, documents, and or data that is used to determine the direction of professional development for teachers. Participants identified these factors as: the school improvement plan, questionnaires, teacher, parent, and student feedback from surveys, teacher or staff concerns identified from teacher evaluations and the district professional development plan. P13 shared,

> The key to professional development is brining that professional development back to the classroom and being able to use it. If you go out and get professional development and you never use it - what good is it. So, we must make it useful to teachers.

During observations, 3 of the 4 principals provided opportunities for teachers to discuss, plan and demonstrate how he/she would use the information from professional development to improve classroom instruction. On one occasion, the principal reminded

the staff that the concept was linked to their vision and mission for their school. That sparked even more conversation among staff regarding creative ways to engage students.

P14 said, "Our professional development has to be aligned with our school improvement plan." P11 added that professional development may also develop from concerns that surface during an evaluation or observation of a teacher. Teachers shared that determinant factors are a combination of things. T058 stated, "Determining the focus of professional development can be done by questionnaire, and evaluated by survey or just telling the principal what we need." T007 added, "Sometimes parents can help direct your curriculum or your professional development, but basically, students, principal and your colleagues are all the people who might help you decide which way to go with professional development."

An overwhelming number of participants seemed concerned about the role that the school district plays in deciding professional development for individual schools. Both principals and teachers believe that the principal and his or her leadership team should have autonomy over building level professional development. The common belief is that this is appropriate because the principal gathers data that pinpoints specific areas of need for his staff and individual teachers. However, building level professional development continues to reflect a combination of district and building level needs. P13 shared,

> The department of curriculum and instruction is in charge of professional
> development with the district. The principal who is in the building, is evaluating
> the teachers and sees what they need professional development in. Therefore, he
> has a very good gauge on what he needs to get the star teachers to come in and

help the teacher with. That's why, I talk to every teacher in the building and while I'm talking to them I'm taking notes too. I'm taking these notes and at the end of all my status conferences I go back to my notes. If there's an overlapping problem of understanding then I know who needs professional development in these areas, so we need to move with that.

T050 corroborated this by adding, "They take the majority if what people want and use it with other information around the district. In our building, the principal see's things or the teachers have specific concerns. I guess that's how our focus is driven."

*Climate.* Climate surfaced as the third most frequent theme. Teachers, like students, function at different levels; therefore, principals approach school climate in a manner that is very similar to a classroom teacher. In fact, participants shared that they relate to the teachers using methods that are typical for a classroom teacher. They stress the importance of being visible, engaging in informal conversations with teachers and students on a daily basis, and encouraging collaboration. Although, principals are more consistent in their support of collaboration than teachers.

P13 stated, "My approach to being an administrator is, this one big classroom, but I have teachers in my classroom, I have children in my classroom and I treat the teachers and the children pretty close to the same. There is a difference, but it's pretty close to the same." As it relates to being visible  P14 said,

I'm in classrooms everyday, so I see what's taking place. I can also have conversations with the students. The most productive time is just having informal conversations with the teachers while walking down the hallway. I get a lot of insight that way, but again being visible and being in the classroom as a principle

I know what is happening and what's not happening and teachers like students are always at different levels.

Collaboration is another factor impacting school climate on a large scale. Principals shared that most of the professional development meetings will be facilitated in collaborative groups. Each grade level has a lead teacher, and that individual will be responsible for providing information to their team mates, being the voice of their team, and facilitating the process of professional learning in a cohesive manner. Principals appear to believe that collaboration has a positive impact on school climate while teachers share very mixed feelings regarding collaboration. MIPI scores reflect that principals encourage teachers to solicit assistance from other teachers. This practice is so deeply ingrained in teachers that during observations they sought out lead teachers to guide them through activities that they found to be difficult to grasp.

P13 stated, We have collaborations. That's another thing we're moving towards doing, becoming more cohesive in terms of professional learning. So, you want them working together as a group and they have to feel comfortable and I think my staff is very comfortable.

Based on interviews, principals believed that teachers don't feel threatened or afraid to make mistakes. Teachers responses were conflicting as it relates to this topic. T35 "We get to collaborate with our peers, teachers from different schools, people that design different curriculum, and coaches." However, T007 said, "There are some grade-levels that get along better than others. They are more on the same page and more of an support system. Most of them are on individual things, so you're kind of lost and feel intimidated." During observations, there were a total of 77 teachers present for the

professional development activities between the 4 schools.  Of the 77 teachers present, 8 shared that he/she was nervous or didn't understand. In each situation, the teacher sought out the support of colleagues.

*Instructional strategies.* The fourth theme, instructional strategies reveled a lot about teacher engagement and differentiated instruction. Principals employ a number of instructional strategies that in promote learner engagement and differentiation of instruction. However, in most cases this is not done intentionally. Principals' responses reveal that strategies and activities are commonly selected based on the learning objective. Although, principals stress the importance of student engagement in the classroom, they are guilty of not taking learner engagement into consideration when instructing teachers.

In regards to teacher engagement P11 said, "I'm certainly a little guilty of not taking the learner engagement piece into account as much as I expect my teachers to take the learning engagement piece into account with their students and I think it's a mistake." P11 went on to share the source of this revelation,

> We just finished a book study ourselves on working on the work and we were looking at all those parameters that will increase student engagement. That would also increase teacher engagement. So, I think that's a piece that again I will be trying to make sure that I'm aware of.

However, 75% of the principals participating in this study report that they employ various strategies and activities to ensure teacher engagement. P13 said, "By letting them present, do research and other work, they're learning." P13 added that teachers demonstrate learning and do peer observations amongst other things. "We have meetings

where periodically we'll set time for teachers to share their best practices, talk about and show examples, demonstrate and have some type of artifacts." P14 shared,

> Teachers in our building get to go out and see what other teachers are doing because they're often just in their own room and they don't have any idea as to what is taking place in the grades beneath or above them, So, I try to make a point for them to go visit grades beneath them and grades above them and have conversations about what they see and observation without a value judgments.

*Accountability measures.* The final theme to surface was accountability measures. An in-depth analysis revealed that by principals monitoring of transfer of content from professional development to the classroom insures practical application. This monitoring is commonly done through informal and formal evaluations and or observations. These measures arose as significant to this theme. Participants reported that accountability often begins at the start of the school year with a teacher self-evaluation and concludes with either a summative evaluation or some form of assessment summarizing specific teacher skills. In addition to evaluations, principals shared the importance of teachers demonstrating knowledge acquisition through submitting artifacts and participating in collegial meetings as a reflective practitioner. During observations, 3 of the 4 principals included in this study encouraged and provided opportunities for teachers to reflect on the information presented, collaborate, and demonstrate their acquisition of knowledge through presentations individually and as a group.

P12 reported, "Teachers and I work together to complete performance based teacher evaluations. We start up front, in the beginning of the year, with a self evaluation." T007 corroborated this statement by saying, "The principal does evaluations

on new teachers and experienced teachers. If there is a deficient area the principal and teachers agree upon strategies. This may lead to individualized professional development for that teacher." Beyond formal and informal assessments is the affective progression process. P12 stated,

> If we're saying we're going to frame everything as to what we want children to do and take all the negativity out of our speech, their acquisition is they will start to speak the way we said we're going to start speaking with the children and they will start responding to the children that way. So, if some of that, like I said it's purely observation. It's able to be documented, so in that way you can tell whether or not they've acquired what they've needed to do. If they are required to do it I think you'll see some success of the children if they've acquired it and applied it. So, I can require everything, but if I don't apply it I'm not going to get any results.

Through utilizing this process the principal ensures follow-through from professional development to the classroom.

Figure 1 reflects the resulting themes that emerged from the compilation of data across participants as they relate to question 1 and are summarized in the preceding text.
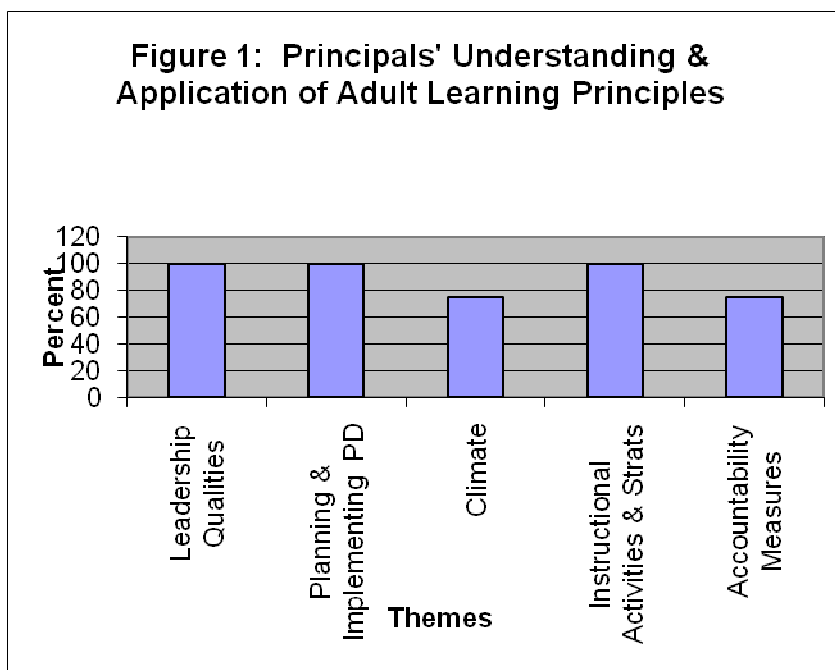
*Figure 1.* Principals' understanding and application of adult education principles.

**Research question two.** What is the experience of elementary teachers receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum from principals in an elementary school setting?

*Principal's leadership qualities.* Eight of the 8 (100%) of the teachers interviewed made statements related to the principal's leadership qualities. More specifically, these statements were about the principal as the instructional leader. Teachers' comments ranged from giving direction to actually presenting material. Teachers reported that principals can be perceived as instructional leaders because they give direction, present curriculum/professional development content, and model what good teaching looks like. Teachers maintain that principals are most effective when they use data to make informed decisions about professional development content that includes teacher input coupled with supporting teachers throughout the learning process.

Teacher 058 shared, "She gives direction towards a topic being presented, and

asks us what we need." T007 added that with new content the principal generally gives a lecture and a step by step power-point presentation. Teacher's comments did not end there.

Two of the four principal participants were perceived by their teachers as instructional leaders because their presence extends beyond scheduled professional development days. T50 stated, "A lot of what we do is because he'll go into the classroom and start teaching." T50 shared information that revealed a coaching component to the principal role as an instructional leader,

> At the beginning of the year he gave us a power-point, which allowed us to understand the different components of balanced literacy. Then he introduced the book for our book study. We had to present a lesson that showed differentiated instruction options and gave a summative of the chapters in the book so that we really understood what we we're supposed to do and how we could implement it. After the presentation, he gave us the option of an informal observation for feedback.

Other factors that made heavy impressions on teachers were principals as the primary source of viable information and informed decision maker. Teachers in this study, seek the guidance of their principal daily. Therefore, he/she is expected to make informed decisions and to be able to articulate such decisions in a manner that demonstrates his/her competence. Teachers maintain that sometimes the later portion of this expectation is fulfilled through the principal being resourceful enough to secure someone skilled at specific content, curriculum and or program being presented.

T063 stated, "He's the one giving us information, he is providing the staff

development unless he has a guess speaker that's coming in." As it relates to making relevant and informed decisions T007 said, "The principal can effect what students do if the principal looks at the curriculum, MAP and Thompson scores, and analyzes the data to determine if there is a deficit in skill areas." T35 concurred, "He looks at the data and based on the trends and the research he determines what his staff needs."

As previously stated, it is a district requirement that all principals have a leadership team. Most principals have embraced this requirement as demonstrated by their assembly of several leadership teams and instances of co-training and facilitation of meetings. However, while most leadership team members are allowed to share teacher concerns and participate in decision making, there have been some reported instances of leadership team members having limited authority outside of disseminating information to their colleagues. More emphasis is placed on promoting teacher buy-in.

Seven of the 8 teachers interviewed, made statements that shed light on the principals' handling this requirement. T007 commented that teachers will have to work basically within their own grade levels, with one person facilitating different segments. "We will have one person on each grade-level serving in the leadership role." T50 added to the understanding of how grade-level leaders linked to other areas of leadership within the building. "He has an executive team with a lead teacher from every grade-level that gives input from the teams." T35 shared, "First he introduces content to be executive committee. He gives each person on the committee a part to play to make sure that his vision is shared within our grade-level teams. Then, he introduces it to the whole staff during a staff meeting or professional development. T35 said, "He brings his executive committee together, we discuss issues that we bring from our teams. He makes decisions

that you feel a part of."

Finally, few teachers stated the importance of relationship between the principal and his or her teachers. The relationship building piece was embedded primarily in information attained about the teacher and principal training together, the principal engaging in informal conversations with teachers on a daily basis, and the principal's willingness to support the teacher in the classroom in a variety of ways. However, what was shared was that teachers can be perceived as having a positive relationship with his/her teacher based on the principals willingness to listen to teacher concerns, openness and the level of support that he/she provides teachers.

T50 and 3 other teacher participants shared that their principal is open. T50 said, "As an administrator that's key because they make executive decisions all the time. so our voices can be heard. Autonomy is something he is big on. He allows for us to share our ideas and thoughts."

In addition to being open, teacher participants generally viewed their principal as supportive or understanding. T063 stated, "He is very open and supportive. He always tells us that we're a great staff, and he's going to be there if you have any questions he's going to do his best to try to help you. T007 said, "She is very understanding; however, she might seem as if she knows it all."

***Planning and implementation of professional development.*** The second theme that arose as significant was planning and implementation of professional development. Teachers feedback regarding this theme revolved around positive feelings about professional development content aligning with their School Improvement Plan and supported with data. As a result they know the direction that they are going in and why.

Conversely, some teachers feel that teachers are not getting enough professional development in the areas of Social Studies and Science. Further, the level of participation that representatives from the curriculum instruction office has in grade-level meetings demonstrates ineffective use of personnel. Teachers involved in this study, maintain that internal supports such as members of the executive committee, mentoring team, and coaches are appreciated.

Participant T058 shared, "I just think professional development is much better now because it is related to our school improvement plan. You know what direction you're going in." As it relates to district guidance T007 commented, "We have school wide professional development to meet the needs of the whole district and school wide. It's much more focused on the group instead of the individual." However, T007 and several other participants felt that professional development is more effective than it's been in the past because it's more focused on data and doing well on state assessments. T007 warned, "That could be good or bad because we don't get much professional development in certain subjects like social studies and science."

T008 shared opposing feelings, "They sent a representative from the curriculum instruction office to talk to us, ask our thoughts, and record our conversations within the grade-levels. I don't think that's an effective way of using that person." Positive supports were communicated as internal. T35 indicated,

> The executive committee and team leaders provide support. Also, we have a mentoring team here for our new teachers and we have to make sure we're observing them and they are observing us. We also have district coaches and the principal makes sure that they are assisting us.

***Climate.*** The third theme that surfaced was climate. Teacher comments really illustrated the significant impact that collaboration, peer support, and consistency has had on the school climate. Collaboration is a huge part of how teachers get professional development. However, 38% of the teachers interviewed for this study had mixed feelings about the positive impact that it has on school climate and peer support. Some teachers maintain that collaboration has enabled them to endure over the years while others say that positive results hinge on the cohesiveness of the team. If the members of the team are on the same page then there exists a stronger system of support.

Participant T50 expressed great enthusiasm, "If I hadn't been professionally developed in the manner in which I have through collaboration and being able to share, I don't think I would have as much courage or ability to do this ten years strong." However, T007 shared the following feelings, "There are some grade-levels that get along better than others. They are more on the same page and more of an support system. Most of them are on individual things, so you're kind of lost and feel intimidated." These two comments really illustrate the mixed emotions that this sample of teachers feel regarding collaboration and relying on peer support.

Other factors that impact climate such as the principal's visibility, approach to teaching adults, and acknowledgment of their significance in the professional development process were addressed. 75% of the principals who participated in this study were described by teachers as contributing  to school climate by: being visible in classrooms, conducting routine checks and observations, direct contact and interactions with teachers during trainings, and instructional approach.

T50 shared, "He's in our classroom all the time, he's through-out the building all

the time, he does what you call a walk-through. He does his routine checks and observations."

Some teachers commented that during professional development they are often "put on the spot," and they are asked or told to do things that have little relevance. Teachers also expressed that some professional developments don't take into effect the teacher's level of knowledge. During observations teachers demonstrated comprehension through their participation in various activities; however, they were not called on to present as "the expert" in a specific area.

Participant T007 stated, "The other day she gave us an example of what she thought a math lesson should look like, and a few of the teachers went through it as if they were students." T058 added, "She calls on somebody and puts you on the spot. What are you doing in your classroom?" T008 said, "As a teacher I feel that some of the things we are asked or told to do from our administrator has very little relevance when you look at the big picture of education." In the same vein T35 stated, "Most professional developments don't take into effect that teachers know things. A lot of times when I listen to my peers, they don't realize how important we really are."

*Instructional strategies & techniques.* The fourth theme, instructional strategies was so obviously significant to the teacher participants. Most of the information shared throughout this process detailed some type of instructional strategy. The most shunned strategy was lecturing. There was one group of teachers who expressed that their principal's preference for lecture has left them with a very negative impression of professional development. Most teachers shared that in their experience, professional development activities have been differentiated and production focused. They have been

exposed to power-point presentations, groups, teams, and reflective practice through collaboration, and peer observations.

Two of the 8 teacher participants shared negative feelings towards their principals preference for lecturing. T31 stated, "A lot of it is lecturing. I've had very few hands on. So might of the time I think professional development I think of chairs, tables, and lectures." Six of the 8 teachers interviewed agreed that activities were differentiated and geared around production. T058 stated,

> We've done power-point, we get into groups, we give examples of what we do in the classroom. Sometimes we've gone to other people's rooms to look at activities or lessons and we talk about what we can do differently. Last spring we did positive behavior support model. There was a power-point with little videos. We commented on what happened in the videos. There was a lot of discussion about personal experiences, and ideas.

T007 shared, "We talked about the kids and did writing examples and diagnostic assessments." T35 added, We had a book study, each grade-level had to present a chapter in activities that can be used in a classroom to the staff." T50 summarized all of the activities in one statement, "We have differentiated instruction. We have faculty meetings where each team of teachers has to present an activity around MAP and DOK which is depths of knowledge." This occurrence was validated through observations.

*Accountability measures.* The fifth and final theme is accountability measures. Most of the statements provided communicate the importance of principals' consistency in monitoring teachers use of professional development content in the classroom. Participants in this study, state that this is being done through informal and formal

channels. Teachers share that some professional developments derived from identified teacher deficiencies and tie into individual teacher professional development plans which. Accountability measures are a huge part of the teacher professional development plan. Teachers state that they are also accountable for implementing new curriculum. The principals observes to make sure that the teacher is using certain components of the curriculum as prescribed. This accountability measure also relates back to the schedule which teachers are required to submit to teachers. Teachers share that when the principal visits he expects to observe the teacher implementing the scheduled activity. Based on participants feedback this could occur as often as several times throughout a given school day to once monthly.

Participant T007 shared that the principal does evaluations on new and experienced teachers. If there is a deficient area the principal and teachers agree upon strategies. This may lead to individualized professional development for that teacher. T35 added,

> The principal observes to make sure that we're using the components of the new curriculum. For example, we have to give him a balanced literacy schedule to make sure that we're teaching all of the components. If he comes in and it's my guided reading time that's what he needs to be observing.

T31 shared the principal's fondness for once a month follow-up observations. Figure 2 reflects the resulting themes that emerged from the compilation of data across participants as they relate to research question 2.
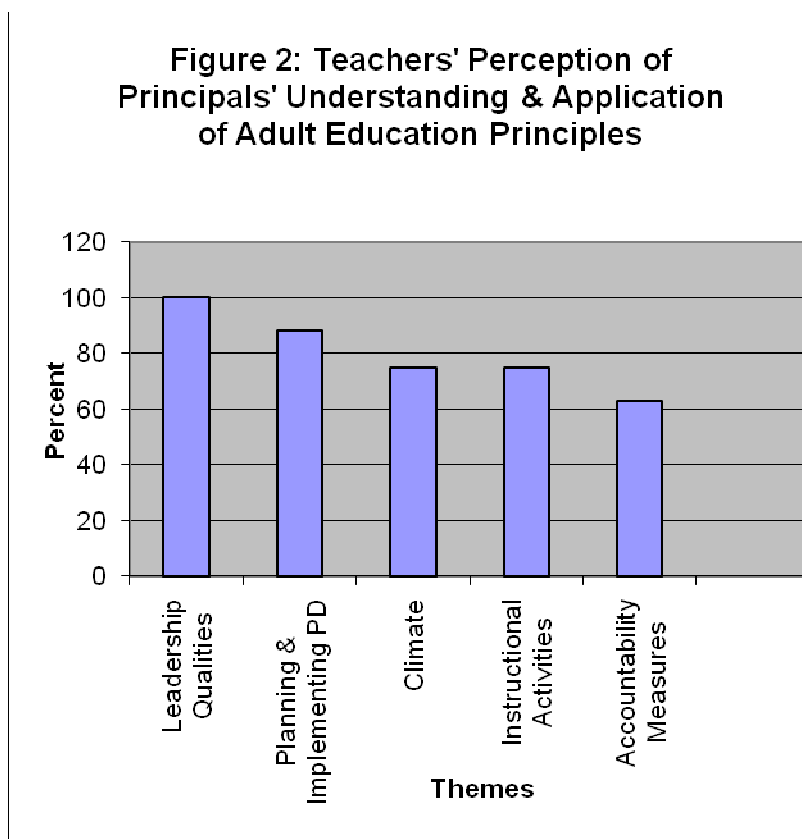
**Figure 2: Teachers' Perception of Principals' Understanding & Application of Adult Education Principles**

*Figure 2.* Teachers' perception of principals use of adult education principles.

**Research question three.** What is the experience of elementary teachers' change after receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum from principals in an elementary school setting? The answer to this question was generated from both principals and teachers. Three of the 4 principals interviewed reported a change in teachers' practice while 5 of the 8 teachers interviewed shared evidence of change. 1 of the 4 principals interviewed and 3 of the 8 teachers interviewed reported no change.

In fact, teacher participants' responses reflect the connection between accountability and teacher change. Teachers generally feel that there must be follow through from professional development to the classroom to see change in implementation of curriculum and behavior. Teachers report that as a result of professional development,

they have seen a shift in how the teaching staff communicate with children. On a whole, their language is more consistent and positive. They also report that their approach to lesson planning and managing the classroom environment has changed.

According to P13 the key to professional development is bringing it back to the classroom and being able to use it. T58 supports this statement by saying, "If there is follow through from professional development to the classroom you see change in implementation of curriculum and behavior." T58 stated that, "Professional development changed the way we talk to children, being more positive. We also use the same language just being consistent throughout the building." T31 added, "Having things on PBIS and Project Construct change the way that I approach my lesson plans behavior management the way I set-up my classroom environment and centers."

Additionally, principals report a change in teachers' implementation and effective use of technology. Prior to receiving professional development, teachers were having difficulty implementing guided reading. According to principals, teachers are more confident in implementing guided reading and writing. They are also more cohesive and calibrated from grade level to grade level and or teacher to teacher.

More specifically, P14 said,

I've seen improvement in the implementation and effectively using technology and also just some basic things. Teachers were having difficulty with implementing guided reading, really weren't cohesive, wasn't calibrated among grade level to grade level or even teacher to teacher in the same grade level, so one of the things that we did was that we had professional development on a regular monthly basis and resources to come in and work with the teachers

for the day in the building, in the classroom, and that was something that the staff

wanted rather than having a three day shot at the beginning of the year or the

middle of the year, so it was an ongoing process and as a result of that we've seen

improvement in teachers confidence in implementing guided reading and guided

writing. We've also seen improvement in children's performance as a result of

that.

Figure 3 reflects the percentage of reports of teacher change from teachers

(purple) and principals (blue).
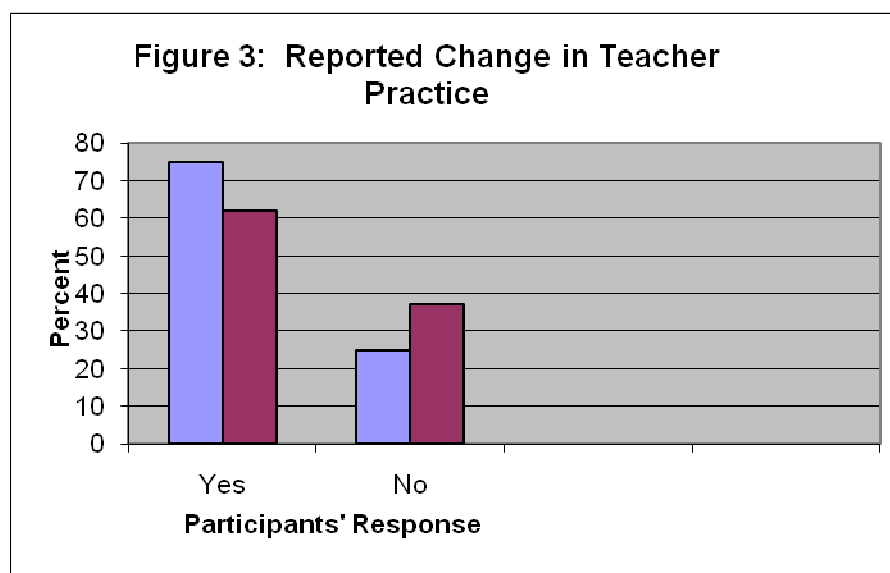


*Figure 3.* Reported change in teacher practice.

Participants commented on specific factors that proved to have a major influence

on teacher change. At the top of the list was the principal's presence on a consistent and

regular basis.

P14 stated, "I'm in classrooms everyday, so I can see what is taking place in the

classroom. I can also have conversations with the students. I get a lot of insight that way.

I know what is happening and what's not happening. T50 commented, "The principal is

in our classrooms all the time, he's through-out the building all the time, he does what you call a walk-through. He does his routine checks and observations." T50 went on to say, "A lot of what we do is because he'll go into the classroom and start teaching."

The final factor that participants highlighted was the expectation that teachers demonstrate change through presenting artifacts. As previously mentioned, artifacts are considered accountability measures. Therefore, data gathered from interviews and observations show that teachers are expected to demonstrate their knowledge for their principal and their colleagues through creating or providing concrete evidence of knowledge. Across participants, this form of accountability measure was embraced and teachers know that they will remain. So, teachers expect to be observed and evaluated based on demonstrated proof; however, it's the principals approach that determines how effective these measures are in ensuring consistent and permanent change.

P13 shared, "Now you need artifacts. You can't tell what you did, you have to show it." Most of the teachers interviewed embraced this and other forms of accountability measures while others expressed a slight level of discomfort with having to prove their understanding of curriculum content.  For example, T50 stated, "I don't care who you are, most people like to know that they are being held accountable and it's a positive thing."  While participant T008 shared, "As a teacher I feel that some of the things we are asked or told to do from our administrator has very little relevance when you look at the big picture of education."

## Chapter Summary

This chapter reviewed the research findings as they related to the existing research of principals as facilitators of professional development, highlighted unique contributions

of this research, and identified directions for future research as related to principals facilitation of curriculum related professional development. A mixed-methods research methodology revealed that principals were average in their understanding and application of adult learning principles in curriculum related teacher development. Further, principals and teachers conceptualize their professional development experience through principals' leadership qualities, planning and implementation of professional development, school climate, instructional strategies and techniques, and accountability measures. Whereas, these results were a summative description of the participants, each one brought a unique account to the research process. It is the hope of this author that this research will be an impetus for further study of principal's understanding and application of adult learning principles in professional development designed to enhance elementary teachers' understanding and instructional use of curriculum.

Chapter 5: Discussion

This chapter presents a discussion of the study and important conclusions drawn from the data presented in Chapter four. It provides a discussion of the implications for action. In this chapter, recommendations are suggested for further research.

## Summary of the Study

The pressures of No Child Left Behind (NCLB) and the reauthorization of the Elementary and Secondary Education Act (ESEA) heightened accountability for schools whose students are having difficulty reaching their learning goals. Both policies represent a radical shift in school reform. In order to implement school change a number of approaches were used to address accountability, including involving parents and the community, aligning curriculum to standards, implementing initiatives to improve student achievement and professional development efforts (Fullan, 2003; Hess, 2004; Keller, 2006; Ward, 2004).

This shift has resulted in redefining the role of the school principal. Combined with traditional responsibilities, effective school leaders today must, at minimum, foster rich learning environments for students and adults in their buildings (Barth, 2001); open avenues for sharing expertise (Elmore, 2004); facilitate democratic dialogue that values all voices (Scheurich & Skrla, 2003); build trust (Bryk & Schneider, 2002); and promote shared understandings and a sense of responsibility across classrooms and with parents (Elmore, 2004; Epstein, 2001; Porter & Soper, 2003). Marzano (2005) adds that effective school leaders must be well equipped to provide support in the area of curriculum and instruction. This includes being proficient at using data to understand and improve both processes and outcomes in the learning environment.

Researchers recognize the importance of professional development towards school improvement efforts. However research has shown that professional development is not always effective (Clark & Florio-Ruane, 2001; Sparks & Hirsch, n.d.; Speck & Knipe, 2001; Strickland & Kamil, 2004). Stricker (2006) indicates that, many school-based staff development activities are ineffective in helping teachers to improve their ability to perform their primary professional responsibility to improve student learning because principals lack the skills required to facilitate adult learning. Likewise, Marzano (2005) stated that teachers tend to teach in the way that they are taught. Note, there has been a void in research in terms of school reform and professional development that emphasizes curriculum.

This study was built on existing research and sought to investigate principals as facilitators of professional development designed to enhance elementary teachers' understanding and instructional use of curriculum by answering the following questions: (1) How do elementary school principals understand and apply the principles of adult learning in professional development designed to enhance elementary teachers' understanding and instructional use of curriculum? (2) How do elementary teachers experience professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting? And, (3) What is the experience of the elementary teachers' change after receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting?

The participants for this study consisted of two primary groups, (1) elementary public school teachers and (2) elementary public school principals. To satisfy the

quantitative portion of this study, participants completed the *Modified Instructional Perspectives Inventory (MIPI).* Results were analyzed using descriptive statistics. To satisfy the qualitative portion of this study, a sub-sample inclusive of 8 teachers and 4 principals were identified to participate in one semi-structured interview per participant. Also, principals completed one observation.

In addition to MIPI results, a line-by-line analysis of interviews and observations identified five primary themes. The themes include: (1) principal's leadership qualities, (2) planning and implementing professional development, (3) climate, (4) instructional activities and strategies, and (5) accountability measures. Finally, the researcher analyzed the themes in relation to the research questions posed for this study. Results of both the quantitative and qualitative analysis yielded significant overlapping information between questions one and two; therefore, they will be presented in this section together.

## Findings Related to Literature

As previously stated, McPherson and Lorenz (1985) declared that principals have not learned how to teach adults effectively. However, in this study MIPI scores indicate that principals can be perceived as average in their understanding and application of adult learning principals in curriculum based staff developments. Again, due to the overlapping of questions 1 and 2, the analysis of these will be presented together in the findings. Question 3 will be addressed separately in the findings. Question 1 is, How do elementary school principals understand and apply the principles of adult learning in professional development designed to enhance elementary teachers' understanding and instructional use of curriculum? Question 2 is, How do elementary teachers experience receiving professional development, designed to enhance teachers' understanding and

instructional use of curriculum, from principals in an elementary school setting? Question 3 is , What is the experience of the elementary teachers' change after receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting?

**Participants' Professional Development Experience**

Professional development of teachers is considered part of school change and reform.  Research shows that "improving teacher knowledge and teaching skills is essential to raising student performance" (Sparks & Hirsh, n.d., p. 1).  The results of this study in conjunction with literature demonstrates that as building leaders, principals are in the central position to effect change and improve the school (Goodlad, 1984; Crawford, Bodine, & Hoglund, 1993; DuFour, 1991; Fullan & Stiegelbauer, 1991; Lambert & Lambert, 1985; Purcell, 1987). As mentioned in chapter 2, effective schools research states that successful schools are "led by principals who are recognized as an instructional leader" (Terry, 1996, p. 4).

The participants in this study unanimously agree that the purpose of professional development is to hone teachers' skills and provide them with content that they can take back to the classroom and use to improve student achievement.  This is especially important for teachers who have lifetime certification. In most cases professional development is the only way that they gain information about current research and practice.

Participants also agreed with research that suggests that principals play a key role in the professional development process as the instructional leader. In this role, the principal is expected to make informed decisions, be able to articulate such decisions in a

manner that demonstrates his/her competence, and be resourceful enough to secure individuals skilled at specific content, curriculum and or program that must be presented. This corroborates literature which reflects teachers expectation that their principal provide leadership in staff development to improve instruction, act as colleagues, and create climates which promote a wide range of learning activities (Hall, Benninga, & Clark, 1983; Johnson & Chaky, 1978; Scribner,1998).

Contrary to literature and the results gleaned from this study, acknowledging the importance of the building principal being the instructional leader, participants expressed concerns about principal's ability to proficiently perform this duty. Principal participants shared information that significantly affects their ability to communicate professional development content to teachers such as: uncertainty about how to facilitate a meeting, being more comfortable with being a building manager versus an instructional leader, and not understanding curriculum content well enough to effectively teach it. Further, as indicated by MIPI scores principals perceive themselves to be average in the sub-scale areas of (a) teacher empathy with learners, (b) planning and delivery of instruction, (c) teacher trust of learners, (d) accommodating learner uniqueness, and (e) teacher insensitivity toward learners. They perceive themselves as average in the sub-scale area of experience based learning techniques, and below average in the area of teacher centered learning processes.

Similarly, elementary teachers receiving professional development from principals in an elementary school setting perceive principals to be average in the following sub-scale areas: (a) teacher empathy with learners, (b) planning and delivery of instruction, (c) teacher trust of learners, (d) accommodating learner uniqueness, (e)

teacher insensitivity toward learners, and (f) experience based learning techniques. They perceive principals to be below average in the area of teacher centered learning processes.

In spite of these observations, an overwhelming number of participants were concerned about the role that the school district plays in deciding professional development for individual schools.  Both principals and teachers believe that the principal and his or her leadership team should have autonomy over building level professional development. The common belief is that this is appropriate because the principal gathers data that pinpoints specific areas of need for his staff and individual teachers. Participants also shared that the level of participation that representatives from the curriculum instruction office has in grade-level meetings demonstrates ineffective use of personnel.  Teachers involved in this study, maintain that internal supports such as members of the executive committee, mentoring team, and coaches are appreciated. However, building level professional development continues to reflect a combination of district and building needs.

Research supports the views expressed by participants.  More specifically, Weathersby & Harkreader (1999) conducted a study examining the connections between staff development and student achievement in the State of Georgia schools, teachers in high-achieving schools were motivated to participate in staff development activities because the activities were part of their school improvement plan or the activities helped them meet the goals their school set.  This was further demonstrated in teachers' responses as they expressed positive feelings about professional development content being aligned with their School Improvement Plan (SIP) and supported with data. As a result, they know the direction that they are going in and why.

In addition to aligning professional development with the SIP, Leithwood and Jantzi (1990) suggested that one of the strategies to promote the improvement or transformation of schools is developing teachers. In the National Association of Secondary School Principals' assessment model, Selecting and Developing the 21st Century Principal, 1 of the 10 vital skills for effective school leaders is the development of others. According to performance data from this model, this particular skill was repeatedly found as an area needing improvement (Terehoff, 2002). Principals interviewed for this study mentioned that professional development for specialists, PE, art, music, gifted and talented teachers, counselors and social workers is not focused on targeting their professional developmental needs. Teachers' MIPI scores and some of their interview responses indicated that while teachers believe principals hear what teachers indicate their learning needs to be and engage teachers in clarifying their own aspirations, they are not getting enough professional development in the areas of Social Studies and Science. They are simply placed on an academic team and expected to go through the motions of participating. The trainings have very little relevance to them.

This is contrary to literature which states that professional development must be better balanced between meeting the needs of individual teachers and advancing the organizational goals of the school and district (Bradley, 1996; Darling-Hammond, 1999; Elmore & Burney, 1999; Hill, Wise, & Shapiro, 1989; Huberman, 1983; Little, 1999; National Staff Development Council, 2001). As a means of ensuring this balance it is a district requirement that all principals have a leadership team. Most principals have embraced this requirement as demonstrated by their assembly of several leadership teams and instances of co-training and facilitation of meetings.

In some unique situations the principal introduces information and training content to the executive committee prior to presenting it to the entire staff. He /she gives each person on the committee an opportunity to share his vision within their grade-level teams and provides him with feedback. This leadership team is responsible for making shared decisions, disseminating information, rolling out the school improvement plan to their colleagues, and facilitating professional development with their team of teachers. For this group of teachers, there was satisfaction that their voices were being heard and their individual needs were being met. This was not the case for the majority of teacher participants.

A combination of MIPI scores, observations, and interviews revealed that as a means of supporting teacher's individual needs, principals consistently encourage teachers to solicit assistance from other teachers. Although teachers have embraced this practice, their individual needs were not met to their satisfaction in all situations. According to Killion (1999) essential to supporting teacher learning within a professional community Systems is forming collegial relationships, ensuring supportive leadership, having focused and clear goals, sufficient time for learning and collaborating, shared governance, appropriate rewards/recognition, and adequate resources. Adult learners need to know that the learning experience will provide them with a sense of growth in their knowledge, understanding, skills, attitude, and interests. In accordance with research, principals shared that most of the professional development meetings are facilitated in collaborative groups. Each grade level has a lead teacher, and that individual is responsible for providing information to their team mates, being the voice of their team, and facilitating the process of professional learning in a cohesive manner.

Based on interviews, principals believed that teachers don't feel threatened or afraid to make mistakes. In collaborative situations, teachers' responses were conflicting as it relates to this topic. Some teachers maintained that collaboration has enabled them to endure over the years while others say that positive results hinge on the cohesiveness of the team. If the members of the team are on the same page then there exists a stronger system of support. Literature supports teacher collaboration and group reflection, but it also reports that the appropriateness and effectiveness of particular instructional techniques is situational (Brookfield, 1986; Brookfield, 1992; Conti, 1985a; Conti, 1985b; Conti & Wellburn, 1986; Darkenwald, 1989; Merril, 2001). Teacher participants in this study clearly communicated that collaboration may not be appropriate or effective in all situations. After all, learning is motivated by interest and it is shaped by cultural linguistic backgrounds as well as learning styles and individual strengths (Carini, 1987; Gardner, 1983).

Teachers in this study, seek the guidance of their principal daily. Therefore, when working with teachers, principals need to be aware of the characteristics that distinguish adult learners from student learners and the principles on which the process of adult learning is based (Terehoff, 2002; Ingalls, 1984). Further, creating and sustaining a positive and healthy climate for adults is a deliberate and ongoing process in which consistent effort and attention is needed by principals. Knowles (1996) provided suggestions for the planning and implementation of staff development activities for principals. These include designing and managing a process for facilitating the acquisition of content by the learners; and secondarily serving as a content resource.

In addition to literature reflecting a need for professional learning opportunities to

be effective and appropriate, it suggests that it must be grounded in curriculum, embedded within an aligned system, and connected to several elements of instruction with time built in for practice and coaching. Literature also supports a need for adult educators to reflect critically on their practice and the beliefs that inform their practice (McManus, 2007; McREL, 2005). Teachers' MIPI scores indicated that principals believe that teachers vary in the way they acquire, process, and apply subject matter knowledge; therefore, their use of curriculum was positive as it relates to: use a variety of teaching techniques, search for or create new teaching techniques, instructional objectives, use a variety of instructional media, and integrate teaching technique with subject matter content.

In addition, 75% of the principals participating in this study report that they employ a variety of teaching strategies in curriculum based professional development. While one group of teachers expressed that their principal's preference for lecture has left them with a very negative impression of professional development, most shared that in their experience, professional development activities have been differentiated and production focused. They have been exposed to power-point presentations, groups, teams, reflective practice through collaboration, peer observations, using buzz groups, teaching through simulations of real-life, and conducting group discussions. In general, teachers believe their principals use experience based learning techniques. However, as indicated by the lower means (with similar standard deviations) they don't use listening teams or conduct role plays as often in staff developments designed to enhance their understanding and use of curriculum

According to cognitive psychologists, providing such opportunities for teachers to

elaborate and expand their knowledge systems will help to change their practice. Cohen and Hill (2000) found that professional development focused on specific curricula resulted in more reform-oriented practice, and reform-oriented teacher instruction is positively related to student achievement. Their findings suggest that, for classroom practice to change, professional learning opportunities should be grounded in the curriculum that students study. Marzano (2005) added to this notion by stating that changes in practice relies heavily on professional development that is focused on specific content and instructional strategies to have effects on teacher instruction and achievement.

The investigation of principals as facilitators of professional development designed to enhance elementary teachers' understanding and instructional use of curriculum yielded the following results as they relate to question three: What is the experience of the elementary teachers' change after receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting?

Seventy-five percent or (n=3) of the principals interviewed reported a change in teachers' practice while 62% or (n=5) of the teachers interviewed shared evidence of change. Twenty-five percent or (n=1) of the principals interviewed and 38% or (n=3) of the teachers interviewed reported no change. The expectation for teachers to change or modify their classroom instruction to include professional development concepts was communicated in all 4 schools observed; however, only seventy-five percent or (n=3) principals observed concluded the professional development experience with an overview, plan of action and plans for follow-up.

Cohen and Hill (2000) found that professional development focused on specific curricula resulted in more reform-oriented practice, and reform-oriented teacher instruction is positively related to student achievement. However, participants responses reflect the connection needed between accountability and teacher change. Teachers generally feel that there must be follow-through from professional development to the classroom in order to see change in teachers' implementation of curriculum. Teachers report that as a result of professional development, they have seen a shift in how the teaching staff communicates with children. On a whole, their language is more consistent and positive. They also report that their approach to lesson planning and classroom management has changed. In addition, principals report a change in teachers' implementation and effective use of technology. Prior to receiving professional development, teachers were having difficulty implementing guided reading. According to principals, teachers are more confident in implementing guided reading and writing. They are also more cohesive and calibrated from grade level to grade level and or teacher to teacher.

From a cognitive psychologist's standpoint change is not likely to occur unless there is commitment, or buy-in, valuing the new concept and evaluation of its effectiveness on the part of the teachers. However, the participants of this study reported change to be the direct result of: the principal's presence in the classroom on a consistent and regular basis; the expectation that teachers demonstrate change through presenting artifacts; the expectation that teachers demonstrate knowledge acquisition in professional development and in the classroom setting. The expectation that teachers create or provide concrete evidence of knowledge was constant across participants. One interesting

observation was that because teachers expect to be observed and evaluated based on demonstrated proof – they embrace it. However, it's the principal's approach and strategic application of adult learning principles that determines how effective these measures are in ensuring consistent and permanent change.

In summation, MIPI results coupled with interviews and observations of principals in a professional development setting reveal that while principals are perceived to have grasped the overall concept of adult learning principles, their practical application is inconsistent and even lacking in some areas. Further, there is a direct relationship between principals' understanding and application of adult learning principles and how elementary teachers' experience curriculum based professional development from principals. Participants' responses reflect a significant connection between accountability and teacher change. They generally feel that there must be follow-through from professional development to the classroom to see change in implementation of curriculum and behavior. Participants report that as a result of professional development, they have seen a shift in how the teaching staff communicated with children. On a whole, their language is more consistent and positive. They also report that teachers approach to lesson planning and managing the classroom environment has changed.

## Conclusions

To the extent that the data collected in this study were valid and reliable and the assumptions of the study were appropriate and correct, it may be concluded that there are several factors that contribute to principals being perceived as average in their understanding and application of adult learning principles in professional development designed to enhance teachers' understanding and use of curriculum. Some of the factors

identified through MIPI scores were: principals do not balance efforts between teacher content acquisition and motivation very well; they don't encourage teachers to be aware of and communicate their thoughts and feelings; or encourage teachers in clarifying their own aspirations. In addition, interviews and observations revealed that principals' primary concern is achieving organizational goals over individual teacher's goals. Only sometimes do principals express empathy, trust and accommodate learners' differences.

Additionally, MIPI scores show that principals have difficulty getting their point across. Further, interviews and observations reveal a troubling truth that some principals are unsure of how to facilitate a meeting, in part, due to not understanding curriculum well enough to teach it. Although they use experience based learning techniques, they don't use listening teams or conduct role plays as often as they use teacher-centered learning processes. Some or all of these factors may explain why most principals are not as comfortable in their role as the instructional leader as they are in the role of building manager, and why teachers' change occurs primarily as a result of accountability rather than professional developments that ensure that teacher's knowledge systems will be elaborated and expanded upon.

These findings indicate that principals are doing average because they only understand average. It's not that they are intentionally applying the principles of adult learning in curriculum based professional developments. Most principals borrow and apply strategies and principles from other programs purposed to enhance instruction for students in the classroom. Coincidentally, some of these strategies and practices have aspects of andragogical principles embedded within. This occurrence can give a false perception that the principal is strategically applying adult learning principles when it

may be that they are accidentally employing these principles and practices to the extent of being perceived to be average.

## Implications for Practice

Principals' understanding and application of adult learning principles has a direct and substantial relationship to how elementary teachers experience curriculum based professional development. It follows that teacher change is the result of accountability and follow-through from professional development to the classroom. Additionally, professional developments that require extensive knowledge of curriculum, data, and aligning curriculum to standards require a skill set that exceeds the current expectations of a principal as specified in university course work requirements, compared to the Interstate School Licensure Consortium (ISLLC) Standard's expectation that principals are proficient in this area. Therefore, as the primary change agent, principals must have an andragogical background and a proficient knowledge of curriculum.

This may be accomplished through two main channels. The primary means of accomplishing this task is to implement a change in requirements for principal certification in graduate degree programs to include separate required coursework in the following areas: adult learning principles, curriculum and data analysis. This shift in graduate coursework requirements would build a greater capacity in aspiring principals to understand and strategically apply adult learning principles, communicate curriculum, and use data to make informed decisions regarding curriculum.

Another way that this may be accomplished is by school districts requiring principals to participate in district mandated professional developments specifically

designed to enhance principal's knowledge of adult learning principles, curriculum, and data analysis. These mandated experiences would provide opportunities for new and seasoned principals to gain theoretical and practical knowledge of andragogical principles. It may also bring together administrators, curriculum coordinators, and other established qualified professionals to develop an on-going capacity in principals to be proficient in these areas. It will build internal support and opportunities for dialogue amongst colleagues. This may result in the development of a cohort continuum that provides continual support to district principals.

## Recommendations for Further Research

The National Staff Development Council (2001) states teacher professional development within a school is an area in which principals are expected to assist teachers to develop skills to become more effective in the classroom to increase student learning. Further, research demonstrates that principals must learn the basic premises of andragogy if they are to be sound instructors of teachers and parents. Understanding and using the elements of adult learning in the process of planning, designing, and implementing professional development programs can help establish a positive learning climate, spirit of mutual inquiry and make school-based teacher professional development activities more effective (Ingalls, 1984; Richardson & Prickett, 1994; Terehoff, 2002).

The findings of this study provide a baseline for further investigation into principals' understanding and application of adult learning principles in curriculum related professional development. As the bar is raised for student and teacher performance expectations under No Child Left Behind (NCLB) and the Elementary and Secondary Education Act (ESEA), future studies could explore what, if any, changes in

professional development are occurring as a result of school districts employing principals who have a proficient knowledge of curriculum coupled with a knowledge of adult learning principles in comparison to principals who have been formally educated in curriculum without the benefit of understanding andragogical principles.

The data of this study is very specific to the district in which it was conducted; therefore, it should not be generalized to all schools. However, this study was designed so it could be replicated at other schools regardless of the district. Further, participants' responses may resonate with those who work in similar educational environments.

To assist principals with enhancing elementary teachers' understanding and instructional use of curriculum, this research recommends that federal and state policy makers and local school districts adopt professional development policies targeted at improving principals' understanding and proficient application of adult learning principles, aligning curriculum to standards, and data analysis. This may be accomplished through research on how to implement a change in graduate degree programs or required participation in district professional development specifically designed to enhance principals' knowledge of curriculum, data analysis, and adult learning principles.

Additionally, this research acknowledges that there is a direct relationship between principals' understanding and application of adult learning principles and how elementary teachers experience curriculum based professional development. It follows that research on how to influence teacher change in accountability and follow-through from professional development to the classroom may be facilitated. Therefore, principals must have proficient knowledge of curriculum if he or she is expected to be a change agent. This may also be accomplished through researching factors that may influence a

change in graduate degree programs or required participation in district professional development.

## Summary

The objective of this research has been twofold. First, to gain a more thorough understanding of principals' understanding and application of adult learning principles in curriculum based professional development from the perspective of teachers and principals. Second, to understand the experience of teacher change as a result of professional development. However, as these objectives were explored, other factors that surfaced as significant to the phenomenon under study were the principals' understanding and knowledge of curriculum and data.

By providing descriptions of teachers' and principals' perceptions of principals' use of adult learning principles in professional development through interviews and observations, this research has hopefully provided contextual elements that others could consider. In doing so, they may improve the quality of professional development endeavors specifically targeting teachers' understanding and instructional use of curriculum; address principals' understanding of adult learning principles to the extent that they can be strategically applied; and, finally, address principals' need for proficient knowledge of curriculum and data analysis.

References

Airasian, P.W., & Walsh, M.E. (1998). *Constructivist cautions. In A.E. Woolfolk (Ed.), Readings in educational psychology* (2nd ed.) (pp,. 153-160). Boston: Allyn and Bacon.

American Psychological Association (APA), American Educational Research Association (AERA), and National Council on Measurement in Education (NCME). (1966). *Standards for educational and psychological testing*. Washington, DC.: American Psychological Association.

American Psychological Association. (1982). *Ethical principles in the conduct of research with human participants.* Washington, DC: American Psychological Association.

Anastasi, A. (1950). The concept of validity in the interpretation of test scores. *Educational and Psychological Measurement*, 10, 67-78.

Anastasi, A. (1954). *Psychological testing*. NY, NY: Macmillan.

Anastasi, A. (1986). Evolving concepts of test validation. *Annual Reviews of Psychology,* 37, 1-15.

Arbuckle, M. (1995). Leadership for professional development: Essential areas of work And learning. In S. D. Caldwell (Ed.), *Professional development in learning-centered schools* (Clearinghouse No. SP041159). Washington, DC: U.S

Association for Educational Communication & Technology. (1994). *Learning theories and instructional design*. Retrieved March 19, 2005, from http://www.spsu.edu/hte/hughes/papers/interface.htm

Astro, A., Nilssen, M., Norberg, H., Sandman, P., & Winblad, B. (1991). Staff burnout in dementia care: Relationships to empathy and attitudes. *International Journal of Nursing Studies. 28(*1), 65-75.

Barnett, B. G., Basom, M. R., Yerkes, D. M., & Norris, C. J. (2000). Cohorts in educational leadership programs: Benefits, difficulties, and the potential for developing school leaders. *Educational Administration Quarterly*, 36(2), 255. Retrieved from EBSCO*host*.

Barr, R.D., & Parrett, W.H. (2007). *The kids left behind: Catching up the underachieving children of poverty*. Bloomington, IN: Solution Tree.

Barth, R.S. (1990). *Improving schools from within*. San Francisco: Jossey-Bass Publishers.

Barth, R. S. (2001). *Learning by heart.* San Francisco, CA: Jossey-Bass.

Basom, M. R., Yerkes, D. M., Norris, C. J., & Barnett, B. G. (1995). Exploring cohorts: Effects on principal preparation and leadership practice. (ERIC Document Reproduction Service No. ED387857). Bolman, L. G., & Deal, T. E. (2003). Reframing organizations: Artistry, choice, and leadership (3rd ed.). San Francisco: Jossey-Bass.

Beder, H. W. & Darkenwald, G. G. (1982). Differences between teaching adults and preadults: Some propositions and findings. *Adult Education*, *32*(*3*), 142-155.

Beder, H. (1989). Purposes and philosophies of adult education. In S.B. Merriam and P.M. Cunningham (Eds.), *Handbook of adult and continuing education* (pp.37-50). San Francisco: Jossey-Bass.

Bedi, A. (2004). An andragogical approach to teaching styles. *Education for Primary Care, 15*, 93-108.

Beck, L., & Murphy, J. (1993). *Understanding the principalship: Metaphorical themes 1920s-1990s.* New York, NY: Teachers College Press.

Bents, R. H., & Howey, K. R. (1981). Staff development: Change in the individual. In B. Dillion-Peterson (Ed.), *Staff development / organization development* (pp.11-36). Alexandria, VA: Association for Supervision and Curriculum Development.

Bloom, B. S. (1956) *Taxonomy of Educational Objectives, the classification of educational goals – Handbook I: Cognitive Domain* New York, NY: McKay

Bogdan, R.C., & Biklen, S.K. (2003). *Qualitative research for education:  An introduction to theories and methods.*  Boston:  Person Education Group.

Borko, H., & Putnam, R. T. (1995). Expanding a teacher's knowledge base: A cognitive psychological perspective on professional development. In T. Guskey, & M. Huberman (Ed.), *Professional development in education: New paradigms and practices* (pp. 35-65). New York: Teachers College Press.

Borko, H., & Putnam, R. (1998). Professional development and reform-based teaching: Introduction to theme issue. *Teaching and Teacher Education*, *14*, 1-3.

Boucouvalas,M. & Krupp. J. (1989). Adult development and learning. In S.B.Merriam & P.M. Cunningham (Eds.), *Handbook of adult and continuing education* (pp. 183-200).

Bradley, A. (1996). Allies for education. *Education Week*, 16(1), 43. Retrieved from EBSCO*host*.

Bradley, A. (1996). Teachers as learners. *Teacher magazine*, 7(9), 1-4. Retrieved January 8, 2005, from EBSCOHost database.

Bradley, A. (1996). Teaching focus called the key in reform push. *Education Week*, 16(3), 1. Retrieved from EBSCO*host*.

Brockett, R.A. (1982).  *Self-directed learning readiness and life satisfaction among older adults.*  (Doctoral dissertation, Syracuse University, 1982). Publication No.: 8310448.

Brockett, R.A. (1983).  Facilitator roles & skills.  *Lifelong learning:  The adult learning years,* 6(5), 7-9.

Brockett, R.A., & Hiemstra, R. (1991).  *Self-direction in adult learning: Perspectives of theory, research, and practice.* NY:  Routledge.

Brookfield, S.D. (1986).  *Understanding and facilitating adult learning:  A comprehensive analysis of principles and effective practices.  In R.G. Brockett (Ed.), New directions for continuing education: Continuing education in the year 2000.*  San Francisco: Jossey-Bass.

Brookfield, S.D. (1990a).  *The skillful teacher.*  San Francisco:  Jossey-Bass.

Brookfield, S.D. (1990b).  *Facilitating adult learning.  In S.B. Merriam and P.M. Cunningham (Eds.), Handbook of adult and continuing education* (pp. 201-210). San Francisco:  Jossey-Bass.

Brookfield, S. D. (1992). Why can't I get this right? Myths and realities in facilitating adult learning. *Adult Learning*, April, 1992, 12-14.

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

Bryson, L.L. (1936). *Adult Education*. New York: American Book Company.

Bruner, J. (1990). *Acts of meaning. Cambridge*, MA: Harvard University Press.

Burns, R. (1995). *The adult learner at work.* Sydney: Business and Professional

    Publishing.

Byrk, A. S., & Schneider, B. L. (2002). *Trust in schools: A core resource for*

    *improvement.* New York, NY: Russell Sage Foundation.

Caffarella, R. (1994). *Planning programs fro adult learners: A practical guide for*

    *educators, trainers, and staff developers.* San Francisco, CA: Jossey-Bass.

Campbell, R.C. (1986). The use of andragogical concepts as perceived by certain adult

    educators. (Doctoral dissertation). *Dissertation Abstracts International*,4, 1141-A.

Carini, P.F. (1987). *On value in education.* New York: The city college Workshop

    Center Monograph.

Center on Education Policy. (2006). *Keeping watch on reading first*. Washington, DC:

    Center on Education Policy.

Chang H. (1990). *The relationships among contract learning, SDLR and learning*

    *preferences of undergraduate students at National Taiwan Normal University*

    *(Taiwan China).* (Doctoral dissertation University of Missouri-St. Louis, 1990).

    Dissertation Abstracts International, 51-10A: 3302.

Clark, C.M., & Florio-Ruane, S. (2001). *Conversation as support for teaching in new*

    *ways. In C.M. Clark (Ed.), Talking shop: Authentic conversation and teacher*

    *learning* (pp. 1-15). New York: Teachers College Press.

Clark, D. L., Lotto, L.S., & McCarthy, M. (1980). Factors associated with success in

    urban elementary school. Phi Delta Kappan, 61, 467-470.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Erlbaum.

Cohen, D. and Hill, H. (2000). *Instructional Policy and Classroom Performance: The Mathematics Reform in California.* Teachers College Record 102(2):294–343.

Colazzi, P.F. (1973*). Reflection and research in psychology: A phenomenological study of learning.* Dubuque, IA: Kendall/Hunt.

Colaizzi, P., 1978. Psychological research as the phenomenologist views it. In: Valle, R., King, M. (Eds.), Existential Phenomenological Alternative for Psychology. Oxford University Press, NY, pp. 48-71.

Conti, G. J. (1979). Principles of adult learning scale. *Paper presented at the Adult Education Research Conference*, Ann Arbor, MI. ERIC, ED179713.

Conti, G. J. (1982). The principles of adult learning scale*. Adult Literacy and Basic Education. 6* (3): 135–150.

Conti, G. J. (1983). Principles of adult learning scale: Follow-up and factor analysis. *Paper presented at the Adult Education Research Conference*, Montreal, Quebec. ERIC, ED 228424.

Conti, G. J. (1985). Assessing teaching style in adult education: How and why. *Lifelong Learning. 8* (8), 7-11, 28.

Conti, G. J. (2004). Identifying Your Teaching Style. In Galbraith, Michael W. (ed) (pp. 76-91). Malabar, FL: Krieger Publishing Company

Conti, G. J. & Wellborn, R. B. (1986). Teaching-learning styles and the adult learner. *Lifelong Learning*, *9(8)*, 20-24.

Cotton, K. (2003). *Principals and student achievement: What the research says.* Alexandria, VA: Association for Supervision and Curriculum and Development.

Crawford, D. K., Bodine, R. J., & Hoglund, R. G. (1993). *The school for quality learning Managing the school and classroom the Deming way*. Champaign, IL: Research Press.

Creswell, J.W. (1994). *Research design: Qualitative & quantitative approaches*. Thousands Oak, CA: Sage Publications.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches, 2nd edition.* Thousand Oaks, CA: Sage

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J., Plano-Clark, V., Gutmann, M., & Hanson, W. (2003). Advanced mixed methods research designs. In a Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209-240). Thousand Oaks, Ca, CA: Sage.

Cronbach, L.J. (1949). *Essentials of psychological testing.* NY, NY: Harper & Row.

Cronbah, L.J. (1995). *Processes affecting scores on understanding of others and assumed similarity.* Psychological Bulletin, 52, 177-193.

Dalellew, T., & Martinez, Y. (1988). Andragogy and development: A search for the Meaning of staff development. *Journal of Staff Development, 9*(3), 28-31.

Daresh, J. (1997). Improving principal preparation: a review of common strategies. *NASSP Bulleti,81*(585), 3.

Darkenwald, G. G. (1989). Enhancing the adult classroom environment. In E. Hayes

(Ed.) *Effective teaching styles.* New Directions for Continuing Education, 43,

Fall, 1989, 67-76. San Francisco, CA: Jossey-Bass.

Darling-Hammond, L., (1999*). Teacher quality and student achievement: A review of

state policy evidence Center* for the study of Teaching and Policy.

Dawson, S. (1997).  *Instructional perspectives of nurse educators.*  Unpublished doctoral

dissertation.  University of Missouri, St. Louis.

Denzin, N., & Lincoln, Y. (2000). *Handbook of qualitative research.* Thousand Oaks,

CA: Sage.

Dewey, J. (1938). *Experience and Education*.  NY:  MacMillan.

Digest of Education Statistics 2008.  Accessed February 2010.

Hhttp://nces.ed.gov/programs/digest/do8/figures/fig 09.asp?referrer=list

Donaldson, G. A., Jr. (2001). *Cultivating leadership in schools: Connecting people,

purpose, and practice*. New York, NY: Teachers College Press.

Doud, J. L., & Keller, E. P. (1998, September). The K-8 principal in 1998. *Principal*,

*78*(1), 5-12.

Drago-Severson, E. E. (2000). *Helping teachers learn: A four-year ethnography of one

Principal's efforts to support teacher development* (Clearinghouse No.

EA030660). Washington, DC: U.S. Department of Education, Institute of

Education Sciences. (ERIC Document Reproduction Service No.  ED445418).

Drinkard, G. (2003).  *Instructional perspectives of nurse educators in distance education

classrooms*. Unpublished doctoral dissertation, University of Missouri-St. Louis,

St. Louis.

Duncan, Secretary Arne.  Reauthorization of ESEA: Why We Can't Wait. Speech. U.S.

    Department of Education, Washington, DC. 24 September 2009.

    Hhttp://www2.3d.gov/news/speeches/2009/09/09242009.htmlH

Dunn, L. (2000). Theories of Learning. *Oxford Center for Staff and Learning*

    *Development:  Learning and Teaching Briefing papers series.*

    http://www.brookes.ac.uk/services/ocsd/2-learntch/theories.html

DuFour, R.P.  (1991). *The principal as staff developer.* Bloomington, IN: National

    Educational Service.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best*

    *practices for enhancing student achievement.* Bloomington, IN: National

    Education Service.

Duke, D. (1982).  Leadership functions and instructional effectiveness. *NASSP Bulletin*,

    66, 456, 1-12.

Duke, D. (2004). The turnaround principal: High stakes leadership. *Principal*

    *Magazine, 84*(1), 12-23.

Dunn, J. (1988).  *Trust and political agency.  In D. Gambetta (Ed.), Trust: Making and*

    *breaking cooperative relations* (pp. 73-93).  New York:  Basil Blackwell.

Elmore, R. F. (2000). *Building a new structure for school leadership.* New York, NY:

    The Albert Shanker Institute.

Elmore, R. F. (2004). *School reform from the inside out: Policy, practice, and*

    *Performance.* Cambridge, MA: Harvard Education Press.

Elmore, R.F., & Burney, D. (1999). Investing in teacher learning.  In L. Darling-
    Hammond & G. Sykes (Eds.), teaching as the learning profession:  *Handbook of
    policy and practice* (pp. 263-291). San Francisco:  Jossey-Bass.

Epstein, J. (2001). *School, family, and community partnerships: Preparing educators and
    improving schools*.  Boulder, CO: Westview Press.

Falk, B. (1996).  Teaching the way children learn.   In Y.W. McLaughlin & L. Oberman
    (Eds.), *Teacher Learning:  New Policies, New Practices* (pp. 22-29).  New York:
    Teachers College Press.

Fullan, M. G., & Stiegelbauer, S. (1991). *The new meaning of educational change* (2nd
    ed.).  New York, NY: Teacher's College Press.

Fullan, M.G. (1995).  The limits and the potential of professional development.  In T.R.
    Guskey & M. Huberman (Eds.), *Professional development n education:  New
    paradigms and practices* (pp.253-268).  New York:  Teachers college Press.

Fullan, M.G. (2000).  *Change forces:  Probing the depths of educational reform.*
    Levittown, PA:  Flamer.

Fullan, M.G. (2003).  *The moral imperative of school leadership*.  Thousand Oaks, CA:
    Corwin Press, Inc.

Fullan, M.G. (2005a).  Eight forces for leader of change.  *Journal of Staff Development*,
    26(4), 54-64.

Fullan, M.G. (2005b).  *Leadership and sustainability:  system thinkers in action*.
    Thousand Oaks, CA:  Corwin Press, Inc.

Gagan, J. (1983).  Methodological notes on empathy. *Advances in Nursing Science*, 5,
    65-72.

Gagne', R.M. (1962).  The acquisition of knowledge.  Psychological Review, 69 (4), 355-
365.

Galbraith, M.W., (Ed.). (1991).  <u>Facilitating adult learning</u>.  Malabar, FL:  Krieger
Publishing Co.

Gardner, H. (1983).  *Frames of mind:  A theory of multiple intelligences*.  New York:
Basic Books.

Garson, D. (2006a).  *Discriminate function analysis*.  Retrieved February 17, 2006, from
http://www2.chass.ncsu.edu/garson/pa765/discrim.htm

Garson, D. (2006b).  *Testing of assumptions*.  Retrieved January 31, 2006, from
http://www2.chass.ncsu.edu/garson/pa765/assumpt.htm

Gay, L.R., & Airasian, P. (2000).  *Educational research:  competencies for analysis and
application* (6th ed.).  Upper saddle River, NJ:  Merrill.

Gay. L.R., & Airasian, P. W. (2003). Educational research: Competencies for analysis
and application (7th 3d.). Upper Saddle River, NJ: Pearson Education.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (1995). *Supervision of
instruction: A developmental approach* (3rd ed.). Boston, MA: Allyn and Bacon.

Goodlad, J.I. ( 1983).  *The school as workplace.  In G. Griffin (Ed.), The Eighty-second
Yearbook of the National Society for the Study of Education, Part II* (pp.36-61).
Chicago:  University of Chicago Press.

Goodlad, J. I. (1984). *A place called school*. New York, NY: McGraw-Hill.

Grant, L. W., Stronge, J. H., & Popp, P. (2008, October 1). Assessing teacher quality:
Effective teaching and at-risk/highly mobile students. Annual Meeting of the
National Evaluation Institute. Wilmington, NC.

Gredler, M. E. (1997). Learning and instruction: Theory into practice (3rd ed). Upper

Saddle River, NJ: Prentice-Hall.

Greene, J.C., (Caracelli, V-J., & Graham, W.F. (1989). Toward a conceptual framework

for mixed-method evaluation designs. *Educational Evaluation and Policy*

*Analysis*, 11, 255-274.

Greene, J., & Caracelli, V. (Eds.). (1997). Advances in mixed-method evaluation: The

challenges and Benefits of integrating diverse paradigms (New Directions for

Evaluation, No. 74). San Francisco: Jossey-Bass.

Griffin, G.A. (Ed.). (1983). Staff development. *The eighty-second yearbook of the*

*National Society for the Study of Education, Part II.* Chicago, IL: University of

Chicago Press.

Groenwald, T. (2004). A phenomenological research design illustrated. *International*

*Journal of Qualitative Methods*, 3(1), 1-26.

Grogan, M. & Andrews, R. (2002). Defining preparation and professional development

for the future. *Educational Administration Quarterly, 38* (2), 233-256.

Grubb, W. N. and Associates. (1999). *Honored but invisible: An inside look at teaching*

*in community colleges*. New York: Routledge.

Guglielmino, L.M. (1977). *Development of the self learning readiness scale*, (Doctoral

dissertation, University of Georgia, 1977/1978). Dissertation abstracts

International, 38. 11A (University Microfilms No AAC78-06004).

Guskey, T.R. (1995). *Professional development in education—in search of the optimal mix. In T.R. Guskey & M. Huberman (Eds.), Professional development in education: New paradigms and practices* (pp. 114-134). New York: Teachers College Press.

Guskey, T.R. (2002). Professional Development and Teacher Change. *Teachers and Teaching: theory and Practice,* 8(3), 381-391.doi:10.1080/135406002100000512

Guskey, T.R. (2003). Analyzing lists of the characteristics of effective professional development to promote visionary leadership. *NASSP Bulletin*, 87(637), 4-20.

Guthrie. J.W., & Reed, R.J. (1986). *Educational administration and policy: Effective leadership for American education.* Englewood Cliffs, NJ: Prentice-Hall.

Hallinger, Bickman, & Davis. (1996). School Context, Principal Leadership, and Student Reading Achievement. Educational Administration Quarterly.

Hall, B. (2004). *Literacy coaches: An evolving role*. Carnegie Reporter, 3(1), 10-19.

Hall, J., Benninga, J., & Clark, C. (1983). Three part model: A comprehensive approach to the in-service training of teachers. *NASSP Bulletin, 67*(461), 17-21.

Hallinger, P. H., & Heck, R. (1996). Reassessing the principal's role in school effectiveness: A review of the empirical research, 1980–1995. *Educational Administration Quarterly, 32*(1), 5–44.

Hana, Julia. The elementary and Secondary Education Act: 40 Years later. Ed. Summer 2005. Hhttp://www.gse.harvard.edu/news events/features 2005/08/esea0819.htmlH.

Hanson, W. B., Creswell, J. W., Piano Clark, Y. L., Petska, K. S., & Creswell, D. (2005).

    Mixed methods research designs in counseling psychology. *Journal of*

    *Counseling Psychology*, 52(2), 224-235. doi:10.1037/0022-0167.52.2.224

Hawthorne, R.D. (1983).  The personal and professional dimensions of staff

    development, In Ohio Department of Education, Staff development leadership:  A

    resource book (pp.11-17) Columbus, OH:  Ohio Department of Education.

Heimlich,J.E., & Norland, E,. (1991). *Developing teaching style in adult education.* San

    Francisco:  Jossey-Bass.

Henschke, J.A. (1989). *Identifying appropriate adult educator practices:  Beliefs,*

    *feelings, and behaviors.*  Paper presented at Eighth Annual Midwest Research-to-

    Practice Conference. St. Louis:  University of Missouri  St. Louis.

Henschke, J. A. (1989a). *The adult learner*. Paper presented at the Concurrent Session

    Of the Literacy Conference: Becoming Part of the Solution, St. Louis, MO.

Henschke, J. A. (1989b). *Identifying appropriate adult education practices: Beliefs,*

    *feelings, and behaviors.* Paper presented at the Midwest Research-To-Practice

    Conference on Adult, Continuing and Community Education, St. Louis, MO.

Henschke, J. A. (1992).  Using adult learning techniques in adult education conferences.

    In C. Borchers & C. R. Oaklief (Eds.), *Midwest Research-to-Practice Conference*

    *Proceedings* (pp. 59-66). Manhattan, KS: Kansas State University.

Henschke, J.A. (1994).  *Development and use of the instructional perspectives inventory*

    *in graduate adult education.*  Paper presented at The Commission of Professors of

    Adult Education.  Nashville, TN.

Henschke, J. A. (1994, November). Development and use of the instructional

   perspectives inventory in graduate adult education. In C. J. Polson & F. M.

   Schied (Eds.), *Proceedings of the 1994 Annual Conference of the Commission of*

   *Professors of Adult Education*, Nashville, TN.

Henschke, J. A. (1998). Modeling the preparation of adult educators. *Adult Learning,*

   *9*(3), 11-13.

Hess, F.M. (2004). *Common sense school reform.*  New York:  Palgrave MacMillan.

Hiemstra, R. (1997a). *What's in a word?  Changes in self-directed learning language*

   *over a decade.* [On-line].  Available:

   http://home.twcy.rr.com/hiemstra/word.html.

Hiemstra,R. (1997b). Self-directed  learning. In T. Husen and T.N. Postlethwaite (Eds.).

   *The international encyclopedia of education (2$^{nd}$ ed.).*  Oxford:  Pergamon Press.

Hill, F. H., Lofton, G., & Chauvin, S. (1995). *Establishing a collaborative climate:*

   *Perceptions of a first year principal and faculty* (Clearinghouse No. EA027242).

   Washington, DC: U.S. Department of Education, Institute of Education

   Sciences. (ERIC Document Reproduction Service No.  ED390137)

Hill, P.T., Wise, A.E.,  &  Shapiro, L.A. (1989).  *Educational progress:  Cities mobilize*

   *to improve their schools.*  Santa Monica, CA: Rand Corporation R3711-

   JSM/CSTP.

Hindman, J.L., & Stronge, J.H. (2005, April). Teacher selection: Research-based

   approach using qualities of effective teachers. Association for Supervision and

   Curriculum Development Annual Conference, Orlando, FL.

Hoover, I.J. (1998, September).  Leadership in the 21$^{st}$ century.  *Principal*, 78(1), 33-34.

Hoy, W. K. & Tschannen-Moran, M. (2003). The conceptualization and measurement of

faculty trust in schools: The omnibus t-scale. In W. K. Hoy & C. G. Miskel

(Eds.), *Studies in leading and organizing schools* (pp. 181–208). Greenwich, CT:

Information Age.

Houle, C. (1961).  *The inquiring mind.*  Madison, WI: the University of Wisconsin, Press.

Houle, C. (1991).  *The design of education (2$^{nd}$ ed.).* San Francisco, CA:  Jossey-Bass.

Howard, B., & Stronge, J. (2002, December). Enhancing professional practice through

quality feedback. National Staff Development Council 34$^{th}$ Annual Conference,

Boston, MA.

Huang, H.M. (2002).  Toward constructivism for adult learners in online learning

environments.  *British Journal of Educational Technology*, 33(1), 27-37.

Hyman, H. H., Cobb, W. J., Feldman, J. J., Hart, C. W.,  & Stember, C. H. (1954).

*Interviewing in social research*. Chicago, IL: University of Chicago Press.

Huberman,  M. (1983).  School improvement strategies that work:  some scenarios.

*Educational Leadership*, 41, 23-27.

Huberman, M.  (1995).  Professional careers and professional development:  Some

intersections.  In T.R. Guskey & M. Huberman (Eds.), *Professional development

in education:  New paradigms and practices* (pp. 193-226).  New York:

Teachers College Press.

Huberman, M. B., & Miles, A. M. (1994). *Qualitative data analysis*. Thousand Oaks,

CA: Sage Publications.

Imel, S. (1989). Teaching adults: Is it different? *Eric Digest*, No. 82. (Eric Document
   Reproduction Service.  No. Ed 305495).

Ingalls, J. D. (1984).  *A trainer's guide to andragogy*. Washington, DC: Peace Corps.

International Journal of Educational Leadership Preparation, Volume 4, Number 3 (July -
   September, 2009). Formatted and edited in Connexions by Theodore Creighton,
   Virginia Tech.

*Interstate School Leaders Licensure Consortium*: Standards for school Leaders (1996).
   Washington, DC: Council of Chief State School Officers, p. 10-21.

Johnson, R.B. (1997).  *Examining the validity structure of qualitative research.*
   Education, 118(2), 282-292

Johnson, S. O., & Chaky, J. (1978). Climate for learning: A symposium. The principal
   And school discipline. *Curriculum Bulletin, 32*(341), 15.

Johnson, B., & Turner, L.A. (2003). Data collection strategies in mixed methods
   research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in
   social and behavioral research* (pp. 297-319).  Thousand Oaks, CA: Sage.

Joyce, B., Murphy, C., Showers, B., & Murphy, J. (1989). School renewal as cultural
   change.  *Educational Leadership*, 47(3), 70-77.

Joyce,B., & Showers, B. (1988). *Student achievement through staff development:
   Fundamentals of school renewal*. New York:  Longman.

Joyce, B., & Showers, B. (1995). Student achievement through staff development:
   Fundamentals of school renewal (2$^{nd}$ ed.). New York:  Longman.

Keller, B. (November 8, 2006). Parent measures in NCLB examined. Education Week,
   26(11).  Retrieved January 9, 2007, from http://www.edweek.org/ew/index/html

Kember, D. (1997). A reconceptualisation of the research into university academics

    conceptions of teaching. *Learning and Instruction 7*(3), 255-275.

Kiley, R. J., & Jensen, R. A. (2000, April). A professional development school staff's

    perceptions of  actual and preferred learning environments. Paper presented at

    the annual meeting of the American Educational Research Association, New

    Orleans, LA.

Killion, J. P. (1998, September). Standards' framework shows links among parts.

    *Results.*  Oxford, OH: National Staff Development Council.

Killion, J. P. (1999). *Islands of hope in a sea of dreams: A research report on the eight*

    *schools that received the national award for model professional development.*

    Prepared for U.S. Department of Education and WestEd.

Kirkpatrick, R. (2000). Recruiting and developing candidates for principal *NASSP*

    *Bulletin*, *84*(517), 38-43.

Knezevich, S. J. (1984). *Administration of public education* (4th ed.). New York, NY:

    Harper & Row.

Knowles, M. S. (1968). Andragogy, not pedagogy! *Adult Leadership*,.

Knowles, M.S. (1975). *Self-directed learning: A guide for learners and teachers*.

    Chicago:  Follett Publishing co.

Knowles, M. S. (1980). Andragogy revisited part II. *Adult Education*, *30(1*), 53.

Knowles, M. S. (1980a). Andragogy, revisited part II. *Adult Education, 30*(1), 53.

Knowles, M. S. (1980b). *The modern practice of adult education*. Englewood Cliffs, NJ:

    Cambridge.

Knowles, M.S. (1984). *Andragogy in action: Applying modern principles of adult learning.* San Francisco: Jossey-Bass.

Knowles, M.S. (1986*). The adult learner: A neglected species (3$^{rd}$ ed.).* Houston, TX: Gulf.

Knowles, M.S. (1987). Adult Learning. In R.L. Craig (Ed.), *Training and development handbook: A guide to human resource development (*pp. 168-179).

Knowles, M.S. (1989). *The making of an adult educator: an autobiographical journey.* San Francisco: Jossey-Bass.

Knowles, M. S. (1990). *The adult learner: A neglected species.* Houston, TX: Gulf Publishing.

Knowles, M. S. (1996). Adult learning. In R. L. Craig (Ed.), *The ASTD training and Development handbook: A guide to human resources development (*4$^{th}$ ed., pp. 253-265). New York, NY: McGraw-Hill.

Knowles, M. S., Holton, E. F., Swanson, R. A. (1998). *The Adult Learner* (5$^{th}$ ed.) Woburn, MA: Butterworth-Heinemann.

Kronley, R. A., & Handley, C. (2001). *Framing the field: Professional development in Context* (Clearinghouse No. SP041324). Washington, DC: U.S. Department of Education, Institute of Education Sciences. (ERIC Document Reproduction Service No. ED472667)

Krug, S. (1992). Instructional leadership: A constructivist perspective. *Educational Administration Quarterly, 28*(3), 430-443.

Kvale, S. (1996). *Interviews: an introduction to qualitative research interviewing.* Thousand Oaks, Calif., London: Sage Publications.

Lambert, D., & Lambert, L. (1985). Mentor teachers as change facilitators. *Thrust, 14*(6), 28-32.

Larrson, G., Johansson, A., Jansson, T., & Gunilla, G. (2001). Leadership Under Severe Stress: A Grounded Theory Study. *Concepts for Air Force Leadership, 44*(3), 441-447.

Leedy, P., & Ormrod, J. (2001). *Practical research: Planning and design*. Upper Saddle River, NJ: Prentice-Hall.

Leithwood, K., & Jantzi, D. (1990). *Transformational leadership: How principals can Help reform school culture.* Washington, DC: U.S. Department of Education, Institute of Education Sciences. (ERIC Document Reproduction Service No. ED323622)

Leithwood, K., & Riehl, C. (2003). *What do we already know about successful school leadership?* Washington, DC: American Educational Research Association.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning.* New York, NY: Wallace Foundation.

Levine, D., & Lezotte, L. (1990). *Unusually effective school: A review and analysis of research practice.* Madison, WI:  The National Center for Effective Research and Development.

Levine, R.J. (1986).  *Ethics and regulation of clinical research (2nd ed.).*  Baltimore; Urban & Schwarzenberg.

Levine, S. L. (1989). *Promoting adult growth in schools: The promise of professional development.* Boston, MA: Allyn and Bacon.

Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry.* Thousand Oaks, CA: Sage.

Lindeman, E.C. *The Meaning of Adult Education.* New York: New Republic, 1926.

Lindemann, E. (1989). *The meaning of adult education.* Norman Oklahoma Research Center for Continuing Professional and Higher Education: University of Oklahoma. Original work published in 1926.

Little, J.W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. *American Educational research Journal*, 19,(3), 325-340.

Little, J.W. (1999). Organizing schools for teacher learning. In *L. Darling-Hammond & G. Sykes, (Ed.),*

Lockwood, A.T. (1996). The changing role of principals: An interview with Philip Hallinger. In *New Leaders for Tomorrow's Schools*, Productive Schools: Perspectives from research and Practice. Retrieved January 30, 2005, from http://www.ncrel.org/cscd/pubs/lead31/31hallin.htm

Loucks-Horsley, S., Harding, C., Arbuckle, M., Murray, L. B., Dubea, C., & Williams, M. K. (1987). *Continuing to learn: A guidebook for teacher development.* Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands and the National Staff Development Council.

Lynn, C. D. (2003). *A comparison of the perceived causes of teacher efficacy and attitudes toward mainstreaming: And the significance of teacher attitude within the first, third, and fifth grade regular education classroom setting*. Unpublished doctoral dissertation, Duquesne University, Pittsburgh.

Marzano, R. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mathison, S. Why Triamgulate? *Sage Journals* online

  http://edr.sagepub.com/content/172/b.short

Maxwell, J.A. (2005) *Qualitative research design:  An interactive approach (2ⁿᵈ ed.).*

  Thousand Oaks, CA:  Sage.

McCann, T. M.,  Johannessen, L.R., & Ricca, B. (2005).  Responding  to new teachers'

  concerns. *Educational Leadership*, 62(8), 30-34.

McLaughlin, M.W., & Oberman, I. (Eds.). (1996).  *Teacher  learning:  New policies, new*

  *practices*. New York:  teachers college Press.

McManus,L. (2007), *The instructional perspectives of community college mathematics*

  *faculty.* (Doctoral Dissertation, University of Missouri-St. Louis, 2007).

  Publication No.: 3289669.

McPherson, R. B., & Lorenz, J. A. (1985). The pedagogical and andragogical principal-

  The consummate teacher. *NASSP Bulletin, 69*(481), 55-60.

McREL. (2005). *McREL Insights - Standards-based Education: Putting Research into*

  *Practice.* Aurora, CO: Author.

Merriam, S.B. (1998). *Qualitative research in practice: Examples for discussion and*

  *analysis.* San Francisco:  Jossey-Bass.

Merriam, S., & Caffarella, R.S. (1991). *Learning in adulthood:  A comprehensive guide.*

  San Francisco, CA:  Jossey-Bass.

Merriam, S., & Brockett, R.G. (1997).  *The profession and practice of adult education:*

  *An introduction.* San Francisco, CA:  Jossey-Bass.

Merriam, S. B., & Cafferrella, R. S. (1998). *Learning in adulthood: A comprehensive*

  *guide*.  San Francisco, CA: Jossey-Bass.

Merrill, B. (2001). Learning and teaching in universities: Perspectives from adult

    learners and lecturers. [Electronic version] *Teaching in Higher Education*, *6(1)*, 5-

    17.

Miles, M. B., & Huberman, A. M. (1994). *An expanded sourcebook: Qualitative data*

    *analysis.* Beverly Hills, CA Sage Publications.

Miller, Chairman George.   Remarks on the Future of the No child Left Behind Education

    Law.  Speech. House Committee on Education and Labor, Washington, DC. 30

    July 2007.  Hhttp://www.house.gov/apps/list/speech/edlabor

    dem/RelJul30NCLBSpeech.htmlH.

Missouri Department of elementary and Secondary Education (1993).  *The show-me*

    *standards*. Retrieved October 2, 2003, from http://dese.mo.gov/starndards

Missouri Department of Elementary and Secondary Education. (n.d.). *School district*

    *report card 2003-2004*. Retrieved February 28, 2005, from

    http://dese.mo.gov/divimprove/assess/ca.html

Missouri Department of Elementary and Secondary Education. (2006). *High quality*

    *professional development*. Retrieved February 6, 2007, from

    http://dese.gov/divimprove/pd/hqpd.pdf

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

Murphy, C. (1992).  Study groups foster school wide learning. *Educational Leadership*,

    50(3), 71-74.

Murphy, J.  (1990).  Principal instructional leadership.  In P. W. Thurston & L. S. Lotto

    (Eds.), Perspectives on the school. *Advances in educational administration*

    (Volume 1, Part B, 163-200).  Greenwich, CN: JAI Press Inc.

Murphy, M. (2000, September). *Designing staff development with the system in mind. Results.* Oxford, OH: National Staff Development Council.

Murphy, J. (2004). Leadership for literacy: A framework for policy and practice. *School Effectiveness and School Improvement* 15(1), 65-96.

National Center for Education Statistics (NCES). (2007). National study of postsecondary faculty (NSOPF:04) *Table 232. Full-time and part-time instructional faculty and staff in degree-granting institutions by field and faculty characteristics: Fall, 1992,Fall, 1998, and Fall, 2003.* (Retrieved from http://www.nces.ed.gov, October 14,2007)17.

National Center for Education Statistics. (2010). http://nces.ed.gov/pub2010.

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for school reform.* Washington, DC: U.S. Office of Education.

National Partnership on Excellence and Accountability in Teaching. (1999). *Characteristics of effective professional development.* Washington, DC: Author. Retrieved July 3, 2003.

National Staff Development Council. (2000). *Learning to lead, leading to learn: Improving school quality through principal professional development.* Washington, DC: U.S. Department of Education, Institute of Education Sciences. (ERIC Document Reproduction Service No. ED467224)

National Staff Development Council. (2001). *Standards for professional development.* Oxford, OH: National Staff Development Council.

National Staff Development Council (n.d.). *NSDC Resolutions*. Retrieved February 24,

  2005, from National staff development Council Web site:

  http://www.nsdc.org/connect/about/resolutions.cfm

Newmann, F. M., Smith, B., & Allensworth, E. (2001). Instructional program coherence:

  What it is and why it should guide school improvement policy. *Educational*

  *Evaluation & Policy Analysis, 23*(4), 297-321.

*No Child Left Behind Act of 2001*, Pub. L. No. 107-110, 1115 Stat. 1425 (2001).

North  Central Regional Educational Laboratory. (2004). *Indicator: Professional*

  *development.* Retrieved February 21, 2004, from

  http://ncrel.org/engauge/framewk/sys/dev/sysdevra.htm

Obama, President Barack. Address to Joint Session of Congress. U.S> Capitol,

  Washington, DC. 24 February 2009. Hhttp://www.whitehouse.gov/the press

  office/remarks-of-president-Barack-obama-address-to-joint-session-of-congress/H

On Purpose  Associates. (2001). *Constructivism*. Retrieved February 21, 2004, from

  http://funderstanding.com/constructivism.cfm

Organizing for America.  Education:  The Current Situation.  Accessed March 2010.

  Hhttp://www.barackobama.com/issues/education/index.phpH

Ouchi, W. G. (2003). *Making schools work: A revolutionary plan to get your children*

  *the education they need*. New York, NY: Simon & Schuster.

Patton, M. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA:

  Sage Publications.

Patton, M.Q. (2002).  *Qualitative research and evaluation methods (3$^{rd}$ ed.).*  Thousand

  Oaks, CA:  Sage.

Perry, C.M., & Brown, D.W. (1994).  Teachers respond to the shared decision-making

opportunity.  *Education*, 114(4), 605-608.

Peshkin, A. (1982).  The researchers and subjectivity:  Reflections of anethnography of

school and community. In  *G. Spindler (Ed.), doing the ethnography of schooling:*

*Educational anthropology in action* (pp.47-67).  Prospect Heights, IL:  Waveland

Press.

Peshkin, A. (2001). *Angles of vision: Enhancing perception in qualitative research*.

Qualitative Inquiry, 7, 238-23.

Peterson, P.E. (2006). Of teacher shortage and quality.  *Education Next*, 6(2), 5.

Picucci, A. C., Brownson, A., Kahlert, R., & Sobel, A. (2002). *Driven to succeed: High-*

*performing, high-poverty, turnaround middle schools. Volume i: Cross-case*

*analysis of high-performing, high-poverty, turnaround middle schools.* Austin,

TX: Austin. Charles A. Dana Center.


Pierce, M. (2000). Portrait of the "super principal". Harvard Education Letter

(March/April). Cambridge, MA: Harvard Education Letter.


Pinnell, G.S., & Rodgers, E.M. (2004).  Reflective inquiry as a tool for professional

development.  In *D.S. Strickland & M. L. Kamil (Eds.), Improving reading*

*achievement through professional development* (pp. 169-193).  Norwood, MA:

Christopher-Gordon Publishers, Inc.

Polkinghorne, D.E. (1989).  Phenomenological research methods.  In R.S. Valle & S.

   Halling (Eds.), *Existential-phenomenological perspectives in psychology:*

   *Exploring the breadth of human Experience* (pp. 41-60).  New York:  Plenum

   Press.

Porter, K., & Soper, S. (2003). *Closing the achievement gap, urban schools:*

   *Comprehensive school reform connection* (No. ED 480 542). Washington, DC:

   National Clearinghouse for Comprehensive School Reform.

*Professional development in education: New paradigms and practices* (pp. 35-68).  New

   York:  teachers College Press.

*Professional Development and Teacher Change Teachers and Teaching:  Theory and*

   *Practice* Volume 8, Issue 3, 2002, Pages 381-391.

Purcell, L. O. (1987).  *Principal's role in staff development* (Clearinghouse No.

   EA019628). Washington, DC: U.S. Department of Education, Institute of

   Education Sciences.  (ERIC Document Reproduction Service No. ED285279)

Rentner, D. S., Scott, C., Kober, N., Chudowsky, N., Chudowsky, V., Joftus, S., &

   Zabala, D. (2006). *From the capital to the classroom: Year 4 of the No Child*

   *Left Behind Act*. Washington, DC: Center on Education Policy.

Reynolds, S.A., (2009).  Female leadership at high-poverty, high-performing schools:

   Four case studies. Unpublished doctoral dissertation, University of Missouri-St.

   Louis, St. Louis.

Richard, H. B., Tschannen-Moran, M., & Stronge, J. H. (2008, October 31). The elementary principal's workday: A comparative analysis of performance standards and principal practice. Annual Conference of the University Council of Educational Administrators, Orlando, FL.

Richards, J. (2003, April). *Principal behaviors that encourage teachers to stay in the profession: Perceptions of K-8 teachers in their second to fifth year of teaching*. Paper presented At the annual meeting of the American Educational Research Association, Chicago, IL.

Richardson, J. (1998). We're all here to learn. *Journal of Staff Development, 19*(4), 49-55.

Richardson, J. (2000). Learning benefits everyone. *Journal of Staff Development, 21*(1), 54-59.

Richardson, M. D., & Prickett, R. L. (1994). Recognizing how adults learn: Implications for principals. *NASSP Bulletin, 78*(558), 85-89.

Richardson, V. (Ed.). (1994). *Teacher change and the staff development process: A case in reading instruction.* New York: Teachers College Press.

Rogers, A. (1996). *Teaching adults. (2nd ed.).* Philadelphia: Open University Press.

Rogers, C. R. (1969). *Freedom to learn.* Columbus, OH: Charles E. Merrill Publishing Company.

Rogers, C. R. (1965). *Client-centered therapy*. Boston, MA: Houghton Mifflin

Rosemary, C.A., Roskos, K.A., & Landreth, L.K. (2007). Designing professional development in literacy: A framework for effective instruction. New York: The Guilford Press Company.

Rothman, Robert. Common Standards: The Time is Now. Alliance for Excellent Education. December 2009. Hhttp://www.all4ed.org/files/TheTimeIsNow.pdfH

Rubin, H., & Rubin, I. (1995). *Qualitative interviewing: The art of hearing data.* Thousand Oaks, CA: Sage Publications.

Scheurich, J., & Skrla, L. (2003). *Leadership for equity and excellence: Creating high-achievement classrooms, schools, and districts*. Thousand Oaks, CA: Corwin Press.

Scribner, J. P. (1998). *Teacher efficacy and teacher professional learning: What school Leaders should know* (Clearinghouse No. SP038264). Washington, DC: U.S. Department of Education, Institute of Education Sciences. (ERIC Document Reproduction Service No. ED426969).

Seidman, I.E. (1991). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: teachers College Press.

Seidman, I. (1998). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*, by Irving Seidman (2nd ed.). New York: Teachers College Press.

Sergiovanni, T. J. (1991). *The principalship: A reflective practice perspective* (2nd ed.). Boston, MA: Allyn and Bacon.

Seward, S.S. (1997). *An identification of the instructional perspectives of Kansas parents as teachers educators (Parent educators).* (Doctoral dissertation , Kansas State University, 1997). Dissertation Abstracts International, 58-11A: 4159.

Seyfarth, J. T. (1999). *The principal: New leadership for new challenges*. Upper Saddle River, NJ: Prentice-Hall.

Shapiro, N.S. & Levine, J.(1999). *Creating learning communities: A practical guide to winning support, organizing for change, and implementing programs.* San Francisco: Jossey-Bass.

Simpson, T. (2002). Dare I oppose constructivist theory? *The Educational Forum*, 66 (4), 347-354.

Smith, H. (1975). *Strategies of social research.* Englewood Cliffs, NJ: Prentice Hall.

Smith, J.A. (2004). Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research in psychology. *Qualitative Research in Psychology*, 1, 39-54.

Smith, J. E. (1990). Staff development. *Adult Learning*, *1*(7).

Smith, J.K. (2002). *Carl Rogers, core conditions and education.* {On-line}. Available: http://www.infed.org/thinkers/et-rogers.htm.

Smith, R.M. (1982). *Learning how to learn: Applied learning theory for adults.* Chicago: Follett.

Sparks, D., & Hirsh, S. (n.d.). *A national plan for improving professional development*. Oxford, OH: National Staff Development Council.

Sparks, D. and Hirsch, S. (2000). Learning to lead: Leading to learn. Oxford, OH: National Staff Development Council.

Speck, M., & Knipe, C. (2001). *Why can't we get it right?  Professional development in our schools.* Thousand Oaks, CA: Corwin Press.

Spiegelberg, H. (1982).  *The phenomenological movement:  A historical introduction (3rd ed.).*  The Hague,  The Netherlands:  Martinus  Niijhoff.

Spillane, J. P., Halverson, R., & Diamond, J. B. (2003). *Distributed leadership: Towards a theory of school leadership practice.* Chicago, IL: Northwestern University.

Spradley, J. (1979). *The ethnographic interview*. New York, NY: Holt, Rinehart, Winston

SPSS. (2000). *Advanced statistical analysis using spss*. Chicago: SPSS, Inc.

Stanton, C. (2005).  *A construct validity assessment of the Instructional Perspectives Inventory.* (Doctoral Dissertation, University of Missouri – St. Louis, 2005). Publication No.: AAT3173438.

Stricker, A. N., Jr. (2006). *Learning leadership: An investigation of principals' attitudes Toward teachers in creating the conditions conducive for learning in school-based Staff development.* (Doctoral Dissertation, University of Missouri – St. Louis, 2006). Publication No.: AAT3224947.

Strickland, D.S., & Kamil, M.L. (Eds.). (2004). *Improving reading achievement through professional development*. Norwood, MA:  Christopher-Gordon Publishers, Inc.

Stronge, J. H., & Grant, L. W. (2009, March 14). Student achievement goal setting: Hornoring progress and getting results. Annual Conference of the Association of Supervision and Curriculum Development, Orlando, FL.

Tashakkori, A., & Teddlie, C. (2003). The past and future of mixed methods research: From data triangulation to mixed model designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 671-702). Thousand Oaks, CA: Sage.

Taylor, K., Marienau, C., & Fiddler, M. (2000). *Developing adult learners: Strategies for teachers and Trainers*. San Francisco: Jossey-Bass Publishers, Inc., A Wiley company.

Taylor, K. (2006), Brain function and adult learning: Implications for practice. New Directions for Adult and Continuing Education, 2006: 71–85. doi: 10.1002/ace.221

Taylor, M. (1982). *Essentials of psychiatric nursing (11<sup>th</sup> ed.).* St. Louis: C.V. Mosby.

Taylor, M. (1986). Learning for self-direction in the classroom: The pattern of a transition process,. *Studies in Higher Education* 11(1), 55-72.

*Teaching as the Learning Profession: Handbook of Policy and Practice* (pp. 233-262). San Francisco: Jossey-Bass.

Terehoff, I. I. (2002). Elements of adult learning in teacher professional development. *NASSP Bulletin, 86*(632), 65-77.

Terry, P. M. (1996). *The principal and instructional leadership*. Washington, DC: U.S. Department of Education, Institute of Education Services. (ERIC Document Reproduction Service No. ED400613).

Thomas, E.E. (1995). *An identification of the instructional perspectives of parent educators.* (Doctoral Dissertation, University of Missouri – Columbia, 1995).

Thomas, W. P., & Collier, V. P. (2002). *A national study of school of effectiveness for language minority students' long-term academic achievement*. Retrieved from www.crede.ucsc.edu/research/llaa/1.1_final.html

Tibbetts.J., Kutner, M., Hemphill, D., & Jones, E. (1991). *The delivery and content of training for adult education teachers and volunteer instructors*.  Washington, DC: Office of Vocational and Adult Education.

Tibbetts, J., Sherman, R., Osher, D., and Weiner, L. (1993).  Study of ABE/ESL Instructor Training Approaches:  Improving Thinking Skills for Adult Learners. Washington, DC: Pelavin Associates.

Tschannen-Moran, M., Stronge, J., DiPaola, M., Williams, B., & Gareis, C. (2002, November). Performance assessment in a standards-based preparation program: translating standards into practice. University Council for Educational Administration, Pittsburg, PA.

Tschannen-Moran, M., Stronge, J.H., DiPaola, M., Williams, B., & Gareis, C. (2003, November). Portfolios as performance assessment in a standards-based preparation program. University Council Educational Administration Annual Conference, Portland, OR.

U.S. Department of Education. A Blueprint for Reform: The Reauthorization of the Elementaryand secondary Education Act. March 2010. Hhtt://www2.ed.gov/policy/else/leg/blueprint/bluepring.pdfH.

US.Department of Education. A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education. Act. March 2010. Hhttp;//www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdfH.

U.S. Department of Education (2004a). *A guide to education and no Child Left Behind.* Office of the Secretary, Office of Public Affairs, Washington, D.C.

U.S. Department of Education (2004b). *No Child Left Behind: A toolkit for teachers.* Office of the Deputy Secretary, Washing ton, D.C.

U.S. Department of Education. (2007). *Proven methods: Reading First*, Office of Elementary and  Secondary Education, Washington, D.C.

U.S. Department of Education, National Institute on Educational Governance. (1999). Effective leaders for today's schools: Synthesis of a policy forum on educational leadership. Washington, DC: USDOE.

Villa, R. A., & Thousand, J. S. (2000). *Restructuring for caring and effective education: Piecing the puzzle together* (2nd ed.). Baltimore, MD: P.H. Brooks.

Ward, R.E. (2004). *Improving achievement in low-performing schools:  Key results for school leaders.* Thousand Oaks, CA:  Corwin Press.

Weathersby, J., & Harkreader, S. (1999*). Staff development and student achievement: Making the connection* (Clearinghouse No.  SP038500). Washington, DC: U.S. *Department of Education, Institute of Education Sciences*. (ERIC Document Reproduction Service No. ED430918)

West, R.F., & Bently, E.B. (1990).  Structural analysis of the self-directed learning readiness scale:  A confirmatory factor analysis using Israel modeling.  In Long, H.B. and Associates (Eds.).  *Advances  in research and practice in self-directed learning.*  Norman:  University of Oklahoma, 157-180.

Appendices

Appendix A:  Informed Consent Materials

Department of Adult and Higher Education, Division of Education Leadership
St. Louis, Missouri 63121
Graduate Student Tonya Jamelle Jones-Clinton  Telephone:  314-392-7028
10314 Bilston Court
St. Louis, Missouri  63146
E-mail:  rulrn@yahoo.com

Learning Leadership: Survey & Interview

### INFORMED CONSENT – PLEASE READ CAREFULLY

You are cordially invited to participate in a research study designed to explore the relationship between principals, curriculum, professional development, and teacher instruction.  Tonya Jamelle Jones-Clinton, M. Ed., Doctoral Student of the Division Adult and Higher Education at the University of Missouri-St. Louis is conducting this study. You have been invited to participate in this study because your perspectives are needed.  We ask that you read this information and ask any questions you may have before proceeding.

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University.  If you decide to participate, you are free to withdraw at any time.

**Continuing with this interview implies informed and free consent to be a participant in the study.**

**Frequently Asked Questions:**

**What procedures are involved?**

If you agree to be a participant in this study, you will be asked to complete an on-line

questionnaire consisting of demographic information and 45 questions pertaining to your

beliefs, feelings, and behaviors associated with adult education.  The questionnaire

responses are arranged on a four-point Likert scale ranging from "almost never" – 1 point

to "almost always" -5 points.  You will also be asked to participate in 1 to 2  1 hour long

interviews to clarify answers provided on the questionnaire and during interview number

1. Again, your participation is completely voluntary, you may decline to answer any

question(s), and you are free to withdraw at any time.

**What about privacy and confidentiality?**

The interviews will be kept anonymous and at participants request can be held outside of

the school district in which he / she works.  Any comments with personal references or

school names will be changed or edited out of final documents.  Access to raw data is

limited to the co-researchers.

**What's the purpose of this research?**

The purpose of this research is to explore the following questions:

1. How do elementary school principals understand and apply the principles of
   adult learning in professional development designed to enhance elementary
   teachers' understanding and instructional use of curriculum?

2. What is the experience of elementary teachers receiving professional
   development, designed to enhance teachers' understanding and instructional
   use of curriculum, from principals in an elementary school setting?

3. What is the experience of the elementary teachers' change after receiving professional development, designed to enhance teachers' understanding and instructional use of curriculum, from principals in an elementary school setting?

Your feedback will provide principals, teachers, universities, Missouri Department of Education, and policy makers with a point of reference in which to make program adjustments purposed to increase teacher's instructional use of curriculum. It may also enhance the overall instructional experience, and contribute to a trusting and academically nurturing school environment for teachers, students, and administrators alike.

**What're the potential risks and/or benefits to taking part in this research?**

The sole purpose of the questionnaire, interview and observation is to solicit feedback from you regarding the relationship between principals, curriculum, professional development, and teacher instruction in your building. Risks to you are negligible. By participating, you may help improve the quality of teaching and learning in schools located in the state of Missouri and other school districts like it. There will be no financial compensation or academic credit offered for participation in this research.

**Can I withdraw from the study?**

You can choose whether to participate in this research study or not. You may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer.

**What if I have other questions?**

Please contact the researcher at rulrn@yahoo.com or by phone at (314)392-7028.

You may also contact the Chair of the university's Institutional Review Board (IRB) at (314) 516-5897.

**Remember:**

Your identity will remain anonymous and your participation in this research is voluntary. Your decision whether or not to participate will not affect your relationship to the University of Missouri. If you choose to participate, you may rescind the decision at any time.

**<u>Continuing with this survey implies informed and free consent to be a participant in the study.</u>**

Department of Adult & Higher Education, Division of Education Leadership

St. Louis, Missouri 63121
Graduate Student Tonya Jamelle Jones-Clinton  Telephone: 314-392-7028
10314 Bilston Court
St. Louis, Missouri  63146
E-mail: rulrn@yahoo.com

**Informed Consent for Participation in Research Activities**

PLEASE READ CAREFULLY

Learning Leadership Study

You may receive a copy of my dissertation and transcript pages before they are submitted, so that you have the opportunity to suggest changes to me, if necessary.  You will also receive final copies if changes are made.

Do you grant permission to be quoted directly?   Yes _____ No_____

Do you grant permission to be audio taped?      Yes_____ No_____

Do you want to review our transcribed interview and dissertation for submission?

Yes_____  No_____

By signing below, I agree to the terms:

_____    _____
Participant's Signature                                        Date      Participant's Printed Name

_____    _____
Researcher's Signature                                         Date    Researcher's printed signature

Appendix B:  Preliminary Screening Questionnaire (Principals)

The questionnaire is divided into two parts.  The first part (Section A) asks several demographic questions.  The Second part (Section B) addresses your beliefs, feelings, and behaviors pertaining to your experience with school-based staff development programs.

1.  My age:

    a.  20-29

    b.  30-39

    c.  40-49

    d.  50-59

    e.  60+

2.  My gender is:

    a.  Female

    b.  Male

3.  Number of years as teacher or principal:

    a.  0-5

    b.  6-10

    c.  11-15

    d.  16-20

    e.  21+

4.  Number of years as teacher or principal in current school:

    a.  0-5

    b.  6-10

    c.  11-15

      d.  16-20

      e.  21+

5.  Highest degree I have earned:

      a.  Bachelor's

      b.  Master's

      c.  Specialist

      d.  Doctorate

6.  Directions:  Please circle all that apply for questions 6 & 7.

7.  My formal and / or informal exposure to curriculum concepts was received from:

      a.  No exposure

      b.  Reading in a book or journal article

      c.  Bachelor's Level (college / University course)

      d.  Master's Level (college / University course)

      e.  Doctorate Level (college / University course)

      f.  Workshop on Curriculum (college / University course)

      g.  Conference on Curriculum (college / University course)

      h.  Mentor

      i.  Observation

      j.  Professional Dialogue

      k.  Reflection

      l.  Gut feelings about what I should learn as a principal

8.  What is your definition of curriculum?

9. My formal and / or informal exposure to Adult Learning concepts was received

from:

    a.  No exposure

    b.  Reading in a book or journal article

    c.  Bachelor's Level (college / University course)

    d.  Master's Level (college / University course)

    e.  Doctorate Level (college / University course)

    f.  Workshop on Curriculum (college / University course)

    g.  Conference on Curriculum (college / University course)

    h.  Mentor

    i.  Observation

    j.  Professional Dialogue

    k.  Reflection

    l.  Gut feelings about what I should learn as a principal

10. What is your definition of adult learning principles?

11. _____

    _____

12. Describe the demographics of your school:

13. Do you believe that your teachers' trust the information that they receive from you

relative to curriculum and instruction?  Why or why not?

14. Your membership in professional associations (please name):

15. Educational journals that you subscribe to:

Appendix C:  Instructional Perspectives Inventory (Principal)

INSTRUCTIONAL PERSPECTIVES INVENTORY

Revised for Principals

DIRECTIONS: Please read carefully the following statements.  Listed below are 45 statements reflecting beliefs, feelings, and behaviors beginning or seasoned principals may or may not possess at a given moment.  Please indicate how frequently each statement typically applies to you as you work with your teachers as learners in school-based staff development programs, using the codes:  A= Almost Never; B= Not Often; C= Sometimes; D= Usually; and E = Almost Always.

There are no right or wrong responses to any of these statements.  What is most important is that you record your own true perspectives based on your personal experience.  Please complete by April 30, 2009.

A= Almost Never   B= Not Often   C= Sometimes   D= Usually    E = Almost Always.

How frequently do:
___ 1. I use a variety of teaching techniques?

___ 2. I use buzz groups (learners grouped together to process information from
        lectures)?

___ 3. I believe that my primary goal is to provide my teachers as much information as
        possible.

___ 4. I feel fully prepared to teach.

___ 5. I have difficulty understanding my teachers' points-of-view.

___ 6. I expect and accept my teachers' frustration as they grapple with problems.

___ 7. I purposefully communicate to my teachers that each is uniquely important.

___ 8. I express confidence that my teachers will develop the skills they need.

___ 9. I search for or create new teaching techniques.

___ 10. I teach through simulations of real- life settings?

___ 11. I teach exactly what and how I have planned.

___ 12. I notice and acknowledge to my teachers positive changes in them.

___ 13. I have difficulty getting my point across to my teachers.

___ 14. I believe that my teachers vary in the way they acquire, process, and apply subject matter knowledge.

___ 15. I really listen to what my teachers have to say.

___ 16. I trust my teachers to know what their own goals, dreams, and realities are like

___ 17. I encourage my teachers to solicit assistance from other teachers.

___ 18. I feel impatient with my teachers' progress.

___ 19. I balance my efforts between teacher content acquisition and motivation.

___ 20. I try to make my presentations clear enough to forestall all teachers' questions.

___ 21. I conduct group discussions?

___ 22. I establish instructional objectives?

___ 23. I use a variety of instructional media? (Internet, distance, interactive video, videos, etc.)

___ 24. I use listening teams (learners grouped together to listen for a specific purpose) during lectures?

___ 25. I believe that my teaching skills are as refined as they can be.

___ 26. I express appreciation to my teachers who actively participate.

___ 27. I experience frustration with teacher apathy.

___ 28. I prize my teachers' ability to learn what is needed.

___ 29. I feel my teachers need to be aware of and communicate their thoughts and feelings.

___ 30. I enable my teachers to evaluate their own progress in learning.

___ 31. I hear what my teachers indicate their learning needs are.

___ 32. I have difficulty with the amount of time my teachers need to grasp various concepts.

___ 33. I promote positive self-esteem in my teachers.

___ 34. I require my teachers to follow the precise learning experiences I provide them.

___ 35. I conduct role plays?

___ 36. I get bored with the many questions my teachers ask.

___ 37. I individualize the pace of learning for each teacher.

___ 38. I help my teachers explore their own abilities.

___ 39. I engage my teachers in clarifying their own aspirations.

___ 40. I ask the teachers how they would approach a learning task.

___ 41. I feel irritation at teacher inattentiveness in the learning setting.

___ 42. I integrate teaching technique with subject matter content?

___ 43. I develop supportive relationships with my teachers.

___ 44. I experience unconditional positive regard for my teachers.

___ 45. I respect the dignity and integrity of my teachers.

Appendix D:  Instructional Perspectives Inventory Factors (Principals)

| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
|---|---|---|---|---|---|---|
| 4___ | 7___ | 1___ | 6___ | 5___ | 2___ | 3___ |
| 12___ | 8___ | 9___ | 14___ | 13___ | 10___ | 11___ |
| 19___ | 16___ | 22___ | 15___ | 18___ | 21___ | 20___ |
| 26___ | 28___ | 23___ | 17___ | 27___ | 24___ | 25___ |
| 33___ | 29___ | 42___ | 37___ | 32___ | 35___ | 34___ |
| | 30___ | | 38___ | 36___ | | |
| | 31___ | | 40___ | 41___ | | |
| | 39___ | | | | | |
| | 43___ | | | | | |
| | 44___ | | | | | |
| | 45___ | | | | | |
| TOTAL | TOTAL | TOTAL | TOTAL | TOTAL | TOTAL | TOTAL |
| | | | | | | |

**Scoring Process**

A = 1,  B = 2,  C = 3,  D = 4,  and E = 5

Reversed scored items are 3,5,11,18,20,25,27,32,34,36,and 41.  These reversed items are scored as follows:  A = 5,      B = 4,  C = 3,  D = 2,  and E = 1.

| FACTORS | MEAN | | TOTAL | POSSIBLE MINIMUM | POSSIBLE MAXIMUM |
|---|---|---|---|---|---|
| 1.  Teacher empathy with learners. | _____ | = | _____ | 5 | 25 |
| 2.  Teacher trust of learners. | _____ | = | _____ | 11 | 55 |
| 3.  Planning and delivery of instruction. | _____ | = | _____ | 5 | 25 |
| 4.  Accommodating learner uniqueness. | _____ | = | _____ | 7 | 35 |
| 5.  Teacher insensitivity toward learners. | _____ | = | _____ | 7 | 35 |
| 6.  Experienced based learning techniques. (Learner-centered learning process) | _____ | = | _____ | 5 | 25 |
| 7.  Teacher-centered learning process. | _____ | = | _____ | 5 | 25 |

Appendix E:  Preliminary Screening Questionnaire (Teachers)

The questionnaire is divided into two parts.  The first part (Section A) asks several demographic questions.  The Second part (Section B) addresses your beliefs, feelings, and behaviors pertaining to your experience with school-based staff development programs.

1.  My age:

      a.  20-29

      b.  30-39

      c.  40-49

      d.  50-59

      e.  60+

2.  My gender is:

      a.  Female

      b.  Male

3.  Number of years as a teacher:

      a.  0-5

      b.  6-10

      c.  11-15

      d.  16-20

      e.  21+

4.  Number of years as teacher in current school:

      a.  0-5

      b.  6-10

      c.  11-15

      d.  16-20

  e. 21+

5. Highest degree I have earned:

  a. Bachelor's

  b. Master's

  c. Specialist

  d. Doctorate

**Directions: Please circle all that apply for questions 6 & 7**.

6. My formal and / or informal exposure to curriculum concepts was received from:

  a. No exposure

  b. Reading in a book or journal article

  c. Bachelor's Level (college / University course)

  d. Master's Level (college / University course)

  e. Doctorate Level (college / University course)

  f. Workshop on Curriculum (college / University course)

  g. Conference on Curriculum (college / University course)

  h. Mentor

  i. Observation

  j. Professional Dialogue

  k. Reflection

  l. Gut feelings about what I should learn as a teacher

7. What is your definition of curriculum?

8. _____

   _____

9. My formal and / or informal exposure to Adult Learning concepts was received

   from:

   a. No exposure

   b. Reading in a book or journal article

   c. Bachelor's Level (college / University course)

   d. Master's Level (college / University course)

   e. Doctorate Level (college / University course)

   f. Workshop on Curriculum (college / University course)

   g. Conference on Curriculum (college / University course)

   h. Mentor

   i. Observation

   j. Professional Dialogue

   k. Reflection

   l. Gut feelings about what I should learn as a teacher

10. What is your definition of adult learning principles?

11. _____

    _____

12. Describe the demographics of your school:

13. Do you generally trust the information that you received in school-based

    professional developments? Why or why not?

14. Have the in-service activities that you participated in during these particular

trainings increased your understanding of curriculum and instruction?  Explain.

15. Please list your membership in professional associations:

16. Educational journals that you subscribe to:

Appendix F:  Instructional Perspectives Inventory (Teachers)

INSTRUCTIONAL PERSPECTIVES INVENTORY

Revised for Teachers

DIRECTIONS: Please read carefully the following statements.  Listed below are 45 statements reflecting beliefs, feelings, and behaviors beginning or seasoned principals may or may not possess at a given moment.  Please indicate how frequently each statement typically applies to you as you work with your teachers as learners in school-based staff development programs, using the codes:  A= Almost Never; B= Not Often; C= Sometimes; D= Usually; and E = Almost Always.

There are no right or wrong responses to any of these statements.  What is most important is that you record your own true perspectives based on your personal experience.  Please complete by April 30, 2009.

A= Almost Never   B= Not Often   C= Sometimes   D= Usually    E = Almost Always.

How frequently does:

___ 1. My principal uses a variety of teaching techniques.

___ 2. My principal uses buzz groups (learners grouped together to process information from lectures).

___ 3. My principal believes that his/her primary goal is to provide me as much information as possible.

___ 4. My principal feels fully prepared to teach.

___ 5. My principal has difficulty understanding my point-of-view.

___ 6. My principal expects and accepts my frustration as I grapple with problems.

___ 7. My principal purposefully communicates to me that I am uniquely important.

___ 8. My principal expresses confidence that I will develop the skills I need.

___ 9. My principal searches for or creates new teaching techniques.

___ 10. My principal teaches through simulations of real- life settings.

___ 11. My principal teaches exactly what and how they have planned.

___ 12. My principal notices and acknowledges to me positive changes in me.

___ 13. My principal has difficulty getting his/her point across to me.

___ 14. My principal believes that I vary in the way I acquire, process, and apply subject matter knowledge.

___ 15. My principal really listens to what I have to say.

___ 16. My principal trusts me to know what my own goals, dreams, and realities are like.

___ 17. My principal encourages me to solicit assistance from other teachers?

___ 18. My principal feels impatient with my progress.

___ 19. My principal balances his/her efforts between teacher content acquisition and motivation.

___ 20. My principal tries to make his/her presentations clear enough to forestall all my Questions.

___ 21. My principal conducts group discussions.

___ 22. My principal establishes instructional objectives.

___ 23. My principal uses a variety of instructional media? (Internet, distance, interactive video, videos, etc.).

___ 24. My principal uses listening teams (learners grouped together to listen for a specific purpose) during lectures.

___ 25. My principal believes that his/her teaching skills are as refined as they can be.

___ 26. My principal expresses appreciation to me when I actively participate.

___ 27. My principal experiences frustration with my apathy.

___ 28. My principal prizes my ability to learn what is needed.

___ 29. My principal feels that I need to be aware of and communicate my thoughts and feelings.

___ 30. My principal enables me to evaluate my own progress in learning.

___ 31. My principal hears what I indicate my learning needs are.

___ 32. My principal has difficulty with the amount of time I need to grasp various

Concepts.

___ 33. My principal promotes positive self-esteem in me.

___ 34. My principal requires me to follow the precise learning experiences he/she provides to me.

___ 35. My principal conducts role plays.

___ 36. My principal gets bored with the many questions I ask.

___ 37. My principal individualizes the pace of learning for me.

___ 38. My principal helps me explore my own abilities.

___ 39. My principal engages me in clarifying my own aspirations.

___ 40. My principal asks me how I would approach a learning task.

___ 41. My principal feels irritation at my inattentiveness in the learning setting.

___ 42. My principal integrates teaching technique with subject matter content.

___ 43. My principal develops supportive relationships with me.

___ 44. My principal experiences unconditional positive regard for me.

___ 45. My principal respects my dignity and integrity.

WW

Appendix G: Instructional Perspectives Inventory Factors (Teachers)

| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
|-----|-----|-----|-----|-----|-----|-----|
| 4___ | 7___ | 1___ | 6___ | 5___ | 2___ | 3___ |
| 12___ | 8___ | 9___ | 14___ | 13___ | 10___ | 11___ |
| 19___ | 16___ | 22___ | 15___ | 18___ | 21___ | 20___ |
| 26___ | 28___ | 23___ | 17___ | 27___ | 24___ | 25___ |
| 33___ | 29___ | 42___ | 37___ | 32___ | 35___ | 34___ |
| | 30___ | | 38___ | 36___ | | |
| | 31___ | | 40___ | 41___ | | |
| | 39___ | | | | | |
| | 43___ | | | | | |
| | 44___ | | | | | |
| | 45___ | | | | | |
| TOTAL | TOTAL | TOTAL | TOTAL | TOTAL | TOTAL | TOTAL |
| | | | | | | |

**Scoring Process**

A = 1,  B = 2,  C = 3,  D = 4,  and E = 5

Reversed scored items are 3,5,11,18,20,25,27,32,34,36,and 41.  These reversed items are scored as follows:  A = 5,     B = 4,  C = 3,  D = 2,  and E = 1.

| FACTORS | MEAN | | TOTAL | POSSIBLE MINIMUM | POSSIBLE MAXIMUM |
|---------|------|---|-------|------------------|------------------|
| 1.  Teacher empathy with learners. | _____ | = | _____ | 5 | 25 |
| 2.  Teacher trust of learners. | _____ | = | _____ | 11 | 55 |
| 3.  Planning and delivery of instruction. | _____ | = | _____ | 5 | 25 |
| 4.  Accommodating learner uniqueness. | _____ | = | _____ | 7 | 35 |
| 5.  Teacher insensitivity toward learners. | _____ | = | _____ | 7 | 35 |
| 6.  Experienced based learning techniques. (Learner-centered learning process) | _____ | = | _____ | 5 | 25 |
| 7.  Teacher-centered learning process. | _____ | = | _____ | 5 | 25 |

Appendix H: Use of Andragogical Principles Category Levels (Scoring)

Use of Andragogical Principles
Category Levels

| Category Levels | Percentage | IPI Scores |
|---|---|---|
| High above average | 89%-100% | 225-199 |
| Above average | 88%-82% | 198-185 |
| Average | 81%-66% | 184-149 |
| Below average | 65%-55% | 148-124 |
| Low below average | 54% | < 123 |

Appendix I:  Potential Interview Questions (semi-structured)

This study will rely primarily on The Modified Instructional Perspectives Inventory (IPI).  The IPI measures seven factors which are identified as beliefs, feelings, and behaviors of adult educators. The Modified IPI will include a combination of selected response, open ended questions, and general description information.  During the interview participants may be asked to elaborate on answer given on the IPI completed prior to the interview.  Additionally, broad questions, such as the following will facilitate the obtaining of rich, vital, substantive descriptions of co-researcher's experiences with professional  development and adult learning.

1. What is your experience with school-based professional development?

2. What dimensions, incidents and people intimately connected with school-based professional development stand out for you?

3. How did those dimensions, incidents and people affect you?

4. What changes do you associate with those dimensions, incidents and people - relative to professional development?

5. What methods are used to promote teacher development / adult learning?

6. In your experience, how does curriculum connect to professional development?

Appendix J:  Knowles Assumptions (Detailed Explanation)

Assumptions of the pedagogical model:

1.  Regarding the need to know:  Learners only need to know that they must learn what the teacher teaches if they want to pass and get promoted; they do not need to know how what they learn will apply to their lives.
2.  Regarding the learner's self-concept:  The teacher's concept of the learner is that of a dependent personality; therefore, the learner's self-concept becomes that of a dependent personality.
3.  Regarding the role of experience:  The learner's experience is of little worth as a resource for learning; the experience that counts is that of the teacher, the textbook writer, and the audiovisual aids producer. Therefore, transmittal techniques are the backbone of pedagogical methodology.
4.  Regarding readiness to learn:  Learners become ready to learn what the school requires them to learn if they want to pass and get promoted.
5.  Regarding orientation to learning:  Learners have a subject-centered orientation to learning; they see learning as acquiring subject-matter content.  Therefore, learning experiences are organized according to subject-matter units and the logic of subject-matter content.
6.  Regarding motivation:  Learners are motivated to learn by extrinsic motivators – grades, the teacher's approval or disapproval, parental pressures.

Assumptions of the andragogical model:

1.  Regarding the need to know:  Adults need to know why they need to learn something before undertaking to learn it.  Tough(1979) found that when adults undertake to learn something on their own, they will invest considerable energy in probing into the benefits they will gain from learning it and the negative consequences of not learning it. Consequently, one of the new aphorisms in adult education is that the first task of the facilitator of learning is to help the learners become aware of the "need to know."
2.  Regarding the learner's self-concept: Adults have a self-concept of being responsible for their own lives.  Once they have arrived at this self-concept, they develop a deep psychological need to be seen and treated by others as being capable of self-direction.  They resist and resent situations in which they feel others are imposing their will on them.  But this presents a problem to us in adult education:  the minute adults walk into an activity labeled "education" or "training" or any of their synonyms, they hark back to their conditioning in previous school experience, put on their dunce hat of dependency, sit back, and say, "Teach  me."  As we have become aware of this problem, adult

educators have been working at creating front-end learning experiences in which adults are helped to make the transition from dependent to self-directed learners (Knowles, 1975; Smith, 1982).

3. Regarding the role of the learner's experience:  Adults come into an educational activity with both a greater volume and a different quality of experience from youths.  This difference in quantity and quality of experience has several consequences for adult education.

   For one thing, it assures that in any group of adults there will be a wider range of individual differences in terms of background, learning style, motivation, needs, interests, and goals than in true in a group of youths – hence, the great emphasis being placed in adult education on individualization of learning and teaching strategies.

   For another, it means that for many kinds of learning the richest resources for learning are within the learners themselves.  Hence, the greater emphasis being given in adult education to experiential techniques – techniques that tap into the experience of the learners, such as group discussion, simulation exercises, problem solving activities, case method, and laboratory methods – over transmittal techniques.  Hence, too, the greater emphasis on peer-helping activities.

   But the fact of greater experience also has some potentially negative effects.  As we accumulate experience, we tend to develop mental habits, biases, and presuppositions that may cause us to close our minds to new ideas, fresh perceptions, and alternative ways of thinking.  Accordingly, adult educators are trying to develop ways of helping adults to examine their habits and biases and open their minds to new approaches.  Sensitivity training, value clarification, meditation, and dogmatism scales are among the techniques that are used to tackle this problem.

4. Regarding readiness to learn:  Adults become ready to learn those things they need to know or to be able to do in order to cope effectively with their real-life situations.  An especially rich source of readiness to learn is the developmental task associated with moving from one developmental stage to the next.  The critical implication of this assumption is the importance of timing learning experiences to coincide with those developmental tasks.

5. Regarding orientation to learning:  In contrast to children's and youth's subject-centered orientation to learning (at least in school), adults are life centered in their orientation to learning.  Accordingly, learning experiences in adult education are increasingly organized around life tasks or problems.

6. Regarding motivation to learn:  While adults are responsive to some extrinsic motivators, the more potent motivators are intrinsic motivators.  Tough (1979) found in his research that  all normal adults are motivated to keep growing and developing, but that  this motivation is frequently blocked by such barriers as negative self-

concept as a student, inaccessibility of opportunities or resources, time constraints, and programs that violate principles of adult learning.

Appendix K:  Letter of Permission to Use the IPI for This Study

**College of Education**
Division of Educational Leadership
and Policy Studies
One University Boulevard
St. Louis, Missouri 63121-4400
Telephone: 314-516-5944
Fax: 314-516-5942

4/10/09

Ms. Tonya J. Clinton
10314 Bilston Court
St. Louis, MO  63146

Dear Ms. Clinton,

I am pleased that you wish to use my Modified Instructional Perspectives Inventory
(MIPI), in your research study regarding Public School elementary Principals and
Teacher Perspectives on Professional Development Facilitated by Principals. I hereby
give you permission to use this copyrighted instrument. I would expect an appropriate
citation for the tool in your dissertation or any publications that result from using the tool
In your dissertation or any publications that result from using the tool.

If there is any other way I may help you in this process, please let me know. My best
wishes to you in your research.

Most Sincerely,

John A. Henschke, Ed. D.

Creating the 21st Century School of Education
AN **NCATE** ACCREDITED INSTITUTION

an **equal** opportunity institution

Appendix L:  Interview Transcripts Documented on CD ROM

Transcripts will be presented in numerical order with principals first and teachers second.

Principals: P11
            P12
            P13
            P14

Teachers:  T007
           T008
           T031
           T035
           T043
           T050
           T058
           T063