

Public Abstract

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Title:The Perceived Influence of the STARR Teacher Program on Professional Growth of Program Participants and Subsequent Career Roles

Purpose of the study. The purpose of the study was to analyze the impact of the Select Teachers As Regional Resources (STARR) program on the former STARR participants personal empowerment, professional growth and the influence on subsequent career roles. The method of the analysis was mixed, utilizing both quantitative and qualitative analysis. A quantitative survey of former STARR participants, who completed the program by 2006, was conducted, with survey data to determine (a) if any relationships existed between selected demographic variables of teachers who have participated in the STARR program and the participants current self-perceived empowerment and (b) if differences existed in the self-perceptions about empowerment for the participants in the STARR program prior to beginning participation in the program, immediately after the completion of the program, and currently. A mixed study using both qualitative and quantitative analysis was conducted to determine the degree participants in the STARR program described beneficial experiences from the program, influences of the program on their professional development, and the influences of the program on their subsequent career roles.

Results of the study. The study found correlational relationships between selected demographic variables of the former STARR teachers and the self-perceived current School Participant Empowerment Scale (SPES) factors of empowerment. The demographic variable of highest degree had a positive correlation with the SPES factor decision making. Decision making, professional growth, and impact had negative correlations with years of teaching. The responding STARR participants all perceived a significant positive change for each of the SPES factors for the time interval prior to STARR and immediately after STARR. The perceptions for time interval immediately after STARR to currently were significant for three of the six factors. For the interval from prior to STARR to currently, five of the six factors increased significantly. For all significant differences, the perceptions at the later time interval were rated higher than the earlier time intervals except for the factor of self-efficacy for the time interval of immediately after STARR to current.

The open-ended responses from the participants clearly implied that the STARR program had a profound impact on their professional skills and confidence. The STARR program opened doors to new careers and leadership opportunities.

