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Continued Professional Development for Teachers:
Teacher and Administrator Perceptions
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CONTINUED PROFESSIONAL DEVELOPMENT FOR TEACHERS:
TEACHER AND ADMINISTRATOR PERCEPTIONS

By
Sue Ann Yovanovich

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ABSTRACT

CONTINUED PROFESSIONAL DEVELOPMENT FOR TEACHERS:
TEACHER AND ADMINISTRATOR PERCEPTIONS

By

Sue Ann Yovanovich

Two interview schedules were designed to collect information from teachers and administrators about their perceptions of continued professional development for teachers. The interview questions were based on six Inquiry Areas that focused on different aspects of continued professional development for teachers.

The major data analysis used was a content analysis. Each response was recorded, recurring responses were tabulated and like responses were identified. Response Categories for organizing the responses were drawn from the data. To interpret the meaning of the teacher data and the administrator data, a formula for defining Key Response Categories was established.

Findings of the study included:

Teachers' beneficial activities are more varied than administrators';

Teachers' definition of continued professional development has changed;

Teachers and administrators identify informal activities as most beneficial;

Sue Ann Yovanovich

On-going long term commitments are the foundation for effective continued professional development for teachers.

Recommended questions for further study included:

Are informal activities as beneficial to educational professionals in their continued professional development as they say they are?

What kind of initiatives can be started to reduce differences in perceptions of teachers and administrators?

Do other professionals exhibit similar attitudes about continued professional development?

Can an instrument be developed and validated for measuring continued professional development understandings?

Can formal continued professional development activities be as effective as informal activities if jointly planned with administrators and teachers?

Can teacher negotiations be used to improve teacher participation in continued professional development activities?

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Teachers' and administrators' greatest skill is the ability to communicate;

Teachers and administrators choose to participate in formalized activities;

Participation in professional organizations is a key activity for teachers and administrators;

Administrators understand the preferred types of continued professional development activities of teachers;

Administrators understand teachers' reasons for non-participation;

Administrators understand the value teachers place on continued professional development;

Administrators underestimate the extent of teachers' involvement; and

Administrators underestimate the extent of teachers' participation.

Conclusions of the study included:

Continued professional development for teachers must be varied in nature and there must be opportunities for informal interaction;

Professional organizations must be recognized as a key element;

Teachers and administrators must work together in a coalition;

To My Parents
Frances and Alex Yovanovich

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CHAPTER I

INTRODUCTION TO THE STUDY

Background

The inservice education of teachers has been examined through many studies. However, according to Howey and Vaughn (1983), professional development for teachers has not always been an important part of the public school program. They emphasized that until and throughout most of the 19th century, the training which teachers received in normal schools and teacher's colleges was considered sufficient to provide them with the skills and knowledge necessary to sustain them throughout their professional careers.

In his testimony before the U.S. Senate Subcommittee on Education, Davies (1967) termed inservice teacher education "the slum of American education." Edelfeldt (1974) referred to inservice education of teachers as the stepchild of teacher training. Harris (1980) pointed out that the nationwide approach to inservice education for teachers tended to be casual or sporadic. As stated by McLaughlin and Marsh (1979), during the 1950's and 1960's, universities were more concerned with preservice education and local school systems were busy building new schools in

an attempt to accommodate the increasing enrollments. This was supported by Harris (1980) when he indicated that local school officials were preoccupied with school building projects and recruitment of new personnel and colleges were preoccupied with preservice preparation in response to the demand for teachers. According to Joyce (1981), by 1970 the school population began to shrink, educators began to age in service and calls for economy and quality in education became a major public issue. This decrease in school population accounted for a reduction in professional staff and less teacher turnover. As a result of this, fewer new ideas were being brought into the schools by recently-graduated teachers. As stated by McLaughlin and Marsh (1979), "local school systems can no longer rely on "new hires" to bring fresh ideas into district classrooms and must face the problem of how to upgrade the skills of the teachers they already have." Howey and Vaughn (1983) reported that the scientific and technological advances of the late nineteenth and early twentieth century introduced much new content into our schools. As summarized by Joyce (1981), the changes in society during the mid-60's included social reforms such as integration, multicultural education, and mainstreaming of handicapped students into public schools. Technical reforms included the massive use of television in the classroom; the use of an airplane carrying a television antenna to beam messages to classrooms; the development of multimedia data storage and

retrieval systems and multimedia learning systems; computer-assisted systems; and the use of simulators and simulation games. Schools were identified as the vehicle to accommodate these reforms. As pointed out by Christensen (1981), "in any rapidly changing society, the schools are often asked to be a vehicle for assimilating and transmitting changes." New theories about education and educational methodology were founded. McLaughlin and Marsh (1979) referred to the period from 1965-1975 as the "Decade of Reform" in education. Dillon-Peterson (1981) called this period the "Decade of Innovation" in education and stated two reasons for this movement: (1) the educator's and public's growing awareness that schools were not adequately serving the needs of all students; and (2) innovation was "in." In an attempt to meet the needs of students, to incorporate the new technological and sociological theories and to satisfy the public, schools attempted to make changes. Howey and Vaughn (1983) expressed a concern that even though the theories behind these programs were sound and sensible, they either failed or came close to failure because those responsible for instituting them left out one important ingredient. They failed to recognize that the success of those programs depended on the teachers who were expected to implement them. As Dillon-Peterson (1981) pointed out, there were often no sound conceptual bases for the changes and the criticism of "change for change's sake" was, in many cases,

well deserved. If teachers were resistant, unwilling or uncomfortable with the new theories and methods, they would not use them. As pointed out by Howey and Vaughn (1983), an obvious means to introduce this new knowledge and to show teachers how to put that new knowledge and technology into practice was staff development activities. In response to this need, Smyth (1982) pointed out that there were token gestures in the form of isolated and largely ineffectual in-service days. He stated that the implicit presumption is that teachers have weaknesses in their teaching, or gaps in their knowledge, that require correction. As stated by Howey and Vaughn (1983), staff development was perceived as a way to correct a deficit rather than as a normal growth process.

Several studies (Edelfelt & Lawrence, 1975; Nicholson et al., 1976; Vanderpool, 1975) stressed that there is no longer a distinct line between preservice and inservice education. They revealed that inservice training for teachers is moving from a remedial, one-shot approach to a continuing process. Furey (1978) stated that inservice education is being transformed into long-term ongoing staff development. He also stated that whether such staff development is focused on improving instructional or managerial skills or on providing opportunities for personal growth, it must be viewed as an essential part of the educational process rather than a remedial frill for the ineffective or the ill-prepared. Wilson (1978) pointed out that a staff development program that encourages and

enhances career long learning is in the best interest of students as well as staff members. As stated by Joyce (1981), if the education profession is to flourish and if schools are to be a vital force in society, it is necessary to rebuild the school into a lifelong learning laboratory not only for children but for teachers as well. As studies were conducted and articles written, various terms evolved. As indicated by Miller (1977) most inservice experiences focus on training of a specific skill, but training is too narrow a term and he suggested that inservice training should be re-labeled inservice education, which is broader and more inclusive. Johnston, Adams and Nudson (1978) suggested that the term "staff development" be viewed in the broad sense, which includes the concepts of inservice training, career development, management and organization development. Griffin (1983) indicated that the term "teacher inservice education" locates professional growth unilaterally and does not acknowledge that teachers are only one part of a complex and often misunderstood system of interaction. But, the term "staff development" acknowledges that what is to be accomplished and with whom and can be considered more comprehensively. Burke, Fessler and Christensen (1984) added the term "professional growth" to staff development and stated that the concept should be broadened to include concern for the personal needs and problems of teachers. They reviewed the literature in adult life stages and career development and indicated that inservice education is a life-long ongoing process. As

reported by McLaughlin and Marsh (1979) the Rand Study emphasized learning for professionals as part of an ongoing program building in an organizational context. One assumption communicated by the Rand Study was that staff development implies long-term teacher responsibilities, collaborative planning, and the implementation of significant change in schools.

Statement of the Problem

As a result of the changes in education, there has been a growing awareness and concern for the continued professional development for teachers. Pressure has been exerted on teachers by parents who are dissatisfied with the lack of progress of their children; employers who are unhappy with the quality of work of new employees; the general public who is questioning the lack of basic skills of high school graduates; and school boards and administrators who are demanding accountability.

As pointed out by Cruickshank, Lorish and Thompson (1979), much has been written about inservice teacher education, but the literature provided little direction or clarity. In a review of several studies, they observed four major trends: (1) a move from a compensatory to a complementary view of inservice teacher education; (2) a progression from a discrete to a continuous view of inservice teacher education; (3) a shifting from a relatively simple to a complex inservice teacher education;

and (4) from a narrow control of inservice education programs by school administrators and/or university professors to collaborative governance, including the clients - teachers.

This concern about the effectiveness of continued professional development for teachers prompted Phi Delta Kappa, an international honorary fraternity, to establish a Commission of Personnel Renewal in the 70's. The Commission conducted a survey in an attempt to determine what continued professional development opportunities were being offered to educators, to examine the relative worth of continued professional development alternatives, and to recommend ways of making continued professional development more meaningful in the view of the recipients. The results of the survey indicated that local continued professional development activities possessed discrepancies between what "is" and what "ought to be." One significant finding was that teachers and administrators differed dramatically in their respective perceptions of the same continued professional development activity. It was also apparent from the findings that if continued professional development for teachers was to be optimized it had to be perceived as worthwhile, relevant and effective by both teachers and administrators.

Purpose of the Study

The purpose of the study was to determine if there are differences in the way special education teachers

perceive continued professional development for teachers and in the way administrators perceive continued professional development for teachers. Further, do teachers and administrators identify different kinds of activities which they find beneficial to them in their roles as teachers and administrators? Do teachers and administrators define continued professional development differently? Do teachers and administrators place a different value on continued professional development for teachers? What is the extent of involvement in continued professional development activities on the part of teachers? In what ways are administrators involved in the planning of continued professional development activities for teachers? What are the possible barriers to continued professional development as identified by teachers and by administrators? And, how broadly do teachers and administrators see the purpose of continued professional development for teachers? Finally, can the recommendations for changes to improve continued professional development for teachers be grouped in any defined way by both teachers and administrators?

Importance of the Study

A review of the literature and studies which have been conducted about continued professional development for teachers indicated a concern that teachers and administrators don't share the same viewpoints about what activities are effective and valuable.

This study was an attempt to determine what perceptions teachers have about their own continued professional development and to compare that to the perceptions which administrators have about continued professional development for teachers. By posing the same questions to both teachers and administrators, a comparison was made to determine if there were differences and similarities and what those differences and similarities were.

After comparing responses of teachers and administrators, conclusions were drawn about continued professional development for teachers.

Inquiry Areas

The study addressed the basic question of continued professional development for teachers. More specifically, how do teachers perceive it and how do administrators perceive it? The study examined six Inquiry Areas. These areas of inquiry were the basis for the study.

The first area of inquiry looked at personal reflections of teachers and administrators regarding their own continued professional development. By answering a set of questions designed to probe the nature of activities in which they were involved, respondents were provided an opportunity to reflect on their own continued professional development.

The second area of inquiry was the conceptualizations that teachers and administrators have regarding continued

professional development for teachers. By answering a set of questions designed to find out what continued professional development meant to them, respondents were provided an opportunity to formulate a definition of continued professional development.

The third area of inquiry was the value that teachers and administrators placed on continued professional development for teachers. By answering a set of questions designed to determine what value they placed on continued professional development, respondents were provided an opportunity to examine what value they placed on continued professional development for teachers.

The fourth area of inquiry were the kinds and level of participation of teachers and administrators in continued professional development for teachers. By answering a set of questions designed to examine the relationships between activity and definition, the respondents were provided an opportunity to broaden their operational definition of continued professional development for teachers.

The fifth area of inquiry was the recommendations for changes which teachers and administrators made regarding continued professional development for teachers. By answering a set of questions designed to determine what changes they would recommend, the respondents were provided an opportunity to list specific recommendations about continued professional development for teachers.

The sixth area of inquiry was additional comments which teachers and administrators had about continued professional development for teachers. This question provided the respondents an opportunity to identify areas which were accidentally omitted on the interview schedule.

Definition of Terms

The following terms were used in the description of the study. Definitions for each term are provided to form a common basis for understanding.

In-service Education for Teachers - any planned program of learning opportunities afforded staff members of schools, colleges, or other educational agencies for purposes of improving the performance of the individual in already assigned positions. (Harris, 1980)

Staff Development - the provision of activities designed to advance the knowledge, skills, and understanding of teachers in ways that lead to changes in their thinking and classroom behavior. (Fenstermacher and Berliner, 1985)

Professional Development - an individual process influenced more pervasively by administrative and contextual features of the educational system within which teachers work than it is by the particular forms of in-service education available. (Ingvarson & Greenway, 1981)

Professional Growth - any improvement in or development of educational and personal skills. (Larson, 1984)

Personal-Professional Growth - personal growth in: self understanding and self-acceptance, competencies including skills, attitudes and knowledge pertaining to one's occupational responsibilities, singly and in concert with others, including pre-teaching and teaching experience. Inservice education is seen as a part of the process. (Holly, 1977)

Continuing Education - a great unspecified diversity of educational endeavor beyond the usual sequences of schools and colleges. (Harris, 1980)

Adult Learning - the adult life process involved with obtaining knowledge, understanding, or skill through experience, study, or instruction. (Warnat, 1979)

Inquiry Areas - the concepts probed by the study and on which the study was focused.

Teacher's Interview Schedule (TIS) - a set of interview questions designed to probe the perceptions teachers have about their own continued professional development.

Administrator's Interview Schedule (AIS) - a set of interview questions designed to probe the perceptions administrators have about continued professional development for teachers.

Continued Professional Development For Teachers - individualized, continuous and systematic process whereby teachers improve their professional competency. (Larson, 1984)

Overview

The study focused on the premise that teachers and administrators hold different perceptions of continued professional development for teachers. Chapter I consists of an introduction to the study, background information, a statement of the problem, the purpose of the study, and the importance of the study. Chapter II includes a review of the research and literature related to the continued professional development for teachers and an examination of the literature about adult learning as it relates to the continued professional development for teachers. Chapter III describes the methodology used to collect the data for the study: population and sample, instrumentation and data analysis technique. Chapter IV presents an analysis of the data: inquiry areas, related interview questions, statistical data, description of the responses and selected examples and/or quotes from the respondents. Chapter V presents a discussion of the findings, the conclusions drawn from the findings, and recommendations for further study in the areas of continued professional development for teachers.

CHAPTER II

REVIEW OF RELATED LITERATURE

The study was concerned with perceptions of teachers and administrators regarding continued professional development for teachers. This chapter reviewed not only the literature related to the continued professional development for teachers but also examined the literature in the area of adult learning as it relates to the continued professional development for teachers.

Schools and Continued Professional Development

One of the most pressing issues facing school districts is the challenge of providing meaningful continued professional development for teachers. This challenge to provide continued professional development for teachers was brought about by four factors: (1) changes in society, (2) decline in student enrollment resulting in (3) lower turnover in teaching staff and (4) advances in technology.

As stated by Wilson (1978), "Changes in our society have come about very rapidly in the past few decades, and all indications are that the rate of change will become even more dramatic in the future." Christensen (1981)

pointed out that public schools have always been considered the vehicle for assimilating and transmitting changes in society and as advances were made in technology and new theories were developed in psychology and sociology, this expectation for schools has continued. Many social reforms came about in the mid-60's which resulted in changes in society and thus, changes in expectations for the schools. (Joyce, 1981). Desegregation, an attempt to integrate society through redistricting of school districts is one example. Multicultural education, which was directed at helping students to understand their own heritage and that of fellow students, is another example. Also Public Law 94-142 mandates that handicapped students have the right to be educated in the public schools and mainstreamed into regular classrooms. These reforms have had a great impact on the schools. Banks (1981) pointed out that changes in our society are influencing the structure and focus of inservice and staff development programs. Teachers must learn new methods and techniques to be able to fulfill the expectations of society. As observed by Floden and Feiman (1981), "Since teachers make a difference in education, one promising way to improve education is through changes in teachers."

The steady decline in student enrollment and the closing of schools brings about the reduction in staff and therefore, as Porter (1978) predicts, the teaching staff will include persons with extended experience at the

maximum salary level. As stated by Wilson (1978), teaching staffs are becoming more stable and with fewer new staff members entering the profession, we can no longer rely on them as our natural source of vitality and fresh ideas. As Furey (1978) suggested, "Since recruitment is no longer a realistic means for revitalizing faculties, the thrust for growth and updating of skills will have to come from programs aimed at currently employed administrators and teachers." School corporations have been challenged to provide continuous, individualized, personalized and innovative education programs for their staffs.

The introduction of instructional technology brought about many changes in the schools. As a result of the use of television in the classroom, multimedia learning systems, computer-assisted instruction, the use of simulators and simulation games, new curricula were developed and implemented. Wood and Thompson (1980) suggested that as the 1960's and 1970's were the decades of curriculum development, the 1980's will be the decade of staff development.

Schools, universities and communities have been challenged to work together to provide a continuous program of education for teachers. With the advent of technological changes, teachers must be trained not only in the use of the equipment but they must also be given assistance in developing the skills to adapt the curriculum and/or to implement the new curriculum. Farnsworth (1981)

stated "For a teacher to meet the instructional challenges of an ever changing education system, a lifelong exposure to instructional methods and strategies is very important."

Concept of Continued Professional Development

The concept of continued professional development has many meanings. As Corrigan (1984) stated, "The notion of continuing education to keep up with rapid changes in all aspects of life forces an extraordinarily important realization: no one will ever 'complete' an education." This idea was reinforced by Day (1981) as she suggested that "Learning and growth take place throughout an individual's lifetime and must continually be a renewing process."

The concept of continued professional development for teachers has been defined in many ways. For many years, it was termed "inservice" or "in-service." As noted by Holly (1979), teachers identified "inservice" or "in-service" as "prescriptive, remedial and often, a constraint to growth." Miller (1977) stated that most inservice experiences focus on training of specific skills. Traditionally, inservice education for teachers has meant formal coursework toward a degree beyond the Bachelor degree, a short-term remedial workshop, an inspirational speaker, a lecture, or any other activity that was required to advance on their career ladder or to fulfill requirements for certification or advancement on the salary schedule. Inservice education

prior to the early 1970's didn't receive much attention from schools nor from the state or federal departments of education. It was recognized as an essential part of the school program, but was treated casually or sporadically (Harris, 1980). Schools and government agencies were involved in instituting social reforms in the 1960's and early 1970's and they failed to realize that the success of those programs depended on the teachers who were expected to implement them (Howey and Vaughn, 1983). They failed to address the idea of the unwillingness or incompetency of teachers to implement these programs. As difficulties with these programs arose, attention was focused on inservice education for teachers. In his testimony to the 1967 U.S. Senate Subcommittee, Davies (Harris, 1980) termed inservice teacher education the "slum of American education." In 1971, the Rand Corporation under the sponsorship of the United States Office of Education, began a four-year, two-phase study of federally funded programs designed to introduce and spread innovative practices in public schools. The Rand study dealt with a number of issues that are related to the design and implementation of staff development programs. Brimm and Tollett (1974) suggested that the "professional preparation of teachers is a continuing process, and self-renewal must occur if teachers are to stay in tune with the changing needs of their students." Edelfelt and Johnson (1975) defined inservice education of teachers as "any professional development

activity that a teacher undertakes singly or with other teachers after receiving her or his initial teaching certificate and after beginning professional practice." Joyce, Howey and Yarger (1976) attempted to re-define inservice for teachers. They included such terms as job-embedded, job-related, credential-oriented, professional-organization-related and self directed. They attempted to point out that inservice was more than a passive activity and that it was comprised of several components. Holly (1979) advocated that the "term 'inservice' or 'in-service' denotes passivity and a more active and useful term, one which carries with it by definition its purpose, would be more appropriate, 'professional growth.' And, possibly, since the 'personal,' which is an essential part of professional growth has been forgotten or neglected, the term 'personal-professional growth' might go a long way toward a more effective reconceptualization of what has been called 'inservice education.'" Wade (1984-85) suggested that "Inservice education and staff development have been used interchangeably to mean any training activity designed to increase the competencies needed by teachers in the performance of their assigned responsibilities." In their report of the Rand Study, Berman and McLaughlin (1978) pointed out that if schools are to implement change and improve programming, emphasis must be placed on staff development comprised of many components including a school-site component and a peer-based component.

The use of such terminology as staff development, professional development, professional growth, continuing education, staff renewal and on-the-job training is an effort to emphasize the fact that continued professional development for teachers encompasses many activities. Though the meanings are similar, Harris (1980) pointed out that distinctions can and should be made in order to avoid confusion.

In 1981 the Association for Supervision and Curriculum Development published a Yearbook on staff Development in which the authors pointed out that an individual's education cannot be considered complete after 12 to 14 years of formal schooling, but that learning and growth take place throughout an individual's lifetime and must continually be a renewing process.

Dale (1982) defined staff development as the "totality of educational and personal experiences that contribute toward an individual's being more competent and satisfied in an assigned professional role." He considered inservice education as one function of staff development.

The National Society for the Study of Education published its Eighty-second Yearbook on Staff Development in 1983. As Griffin (1983) pointed out the term "staff development" is defined and interpreted in many ways. He defined it as "any systematic attempt to alter the professional practices, beliefs, and understandings of school persons toward an articulated end."

Fenstermacher and Berliner (1985) stated that the "staff development of the eighties is not the same as the in-service education of earlier decades." They indicated that staff development is no longer the primary responsibility of individuals, but is shared by any person who is connected with the schools, e.g., students, parents, administrators, consultants, custodians, secretaries, bus drivers, cafeteria workers, etc. It is defined as the "provision of activities designed to advance knowledge, skills, and understanding of teachers in ways that lead to changes in their thinking and classroom behavior." In Edwards' study (1977) of teacher perceptions, she stated that "teacher perceptions of the existing parameters coupled with their past and present experiences in inservice education will continue to hinder the development of inservice education as a means of positive professional growth experiences."

As the literature indicated, continued professional development for teachers has moved from a single activity with a single purpose to include all those activities and associations which Smith (1970) termed the "continuous elevation of educational opportunities and processes as well as the advancement of the educational profession upon which they depend." It has been noted that teachers should be actively involved in the learning process and that inservice education or staff development or continued professional development for teachers should address the issue that teachers are learners and this fact should not

be overlooked in the planning of professional development activities. For the purpose of this study, continued professional development for teachers is defined as an individualized continuous and systematic process whereby all educators improve their professional competency. (Larson, 1984).

The Teacher and Professional Development

In several studies which have been conducted in an attempt to find out what teachers think about inservice education, the results indicated reasons why inservice education for teachers is ineffective or why teachers hold negative attitudes toward it. The results of a study conducted by Ainsworth (1974) indicated that teachers were dissatisfied with inservice programs which they had experienced but did not have a clear idea of what inservice programs could be. Sixty percent of the respondents indicated a great concern for quality inservice presentations.

Brimm and Tollett (1974) reported that teachers want to be involved in the planning of inservice education programs, they want it to be individualized with specific objectives and follow-up procedures and they want it to relate to their work in the classroom.

Mangieri (1976) emphasized that teachers, having been the recipients of numerous administration-initiated inservice offerings, have redefined inservice in terms of its irrelevancy, ineffectiveness, and inefficiency.

According to Holly (1977), teachers who participated in her study, despite making some negative comments about their inservice training experiences, did desire to take part in professional development activities.

Wood and Thompson (1980) noted that while educators were generally negative about current practice, nearly all teachers and administrators see inservice education as crucial to improved school programs and practice.

As summarized by Wood and Thompson (1980), the reasons for current problems in staff development programs included (1) negative attitudes held by educators toward inservice education; (2) the view of teachers held by administrators; (3) the fact that inservice education has been focused on districtwide needs rather than on individual school needs; (4) most inservice education has focused upon information assimilation; and (5) the kinds of practices in inservice training which teachers are asked to use in their classrooms have not been modeled. In summary, the authors concluded that given these problems, educators need to focus their attention to redesigning staff development. They suggested that a look be taken at the nature of adult learning when designing inservice education programs.

Warnat (1979) indicated that emphasis is still placed on the cognitive dimensions of learning, which actually represents only 10-20 percent of adult learning functions, while the affective dimensions encompassing 80-90 percent are barely touched in inservice education activities.

Martin (1983) conducted a study in which he tested the effects of a systematic cognitive intervention program on a group of teachers during a one-year period. It was concluded that "in-service training for teachers in improvement of their adult cognitive skills is essential to many of the daily professional tasks of the teacher."

Bents and Howey (1981) conducted a study of staff development practices in which they concluded that staff development was still being provided in the same manner as it had been in previous years, as a one or two hour lecture-discussion on a single topic of general interest. It was not personalized, teachers were not involved in the planning process and there were no follow-up activities scheduled. The participants were not actively involved as learners nor was it considered to be a continuous experience. In reviewing the work of Hunt and Hunt and Sullivan on developmental growth, Bents and Howey (1981) suggested that staff development programs could be tailored to individual developmental needs and specific learning styles. Burden (1979) discussed the stages of teacher career development in terms of human development. He advocated that staff development programs be tailored to accommodate teachers' needs at different career stages.

The Adult Learner

Sprinthall (1979) reported that Heath, Sullivan and others find that developmental concepts do provide powerful differential explanations for adult behavior and therefore,

levels of psychological maturity and levels of conceptual development determine the quality of adult functioning. Warnat (1979) defined adult learning as the "adult life process involved with obtaining knowledge, understanding, or skill through experience, study, or instruction." At this point, Warnat (1979) suggested a review of the contributions of the recognized leaders in the evolution of the concept of adult learning. Lindeman (1926) indentified the following key assumptions about adult learners:

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy.
2. An adult's orientation to learning is life-centered.
3. Experience is the richest source of resource for an adult's learning.
4. Adults have a deep need to be self-directing.
5. Individual differences among people increase with age.

Warnat (1980) identified other contributors including Cyril Houle who, in the 1950's, categorized adult learners into three groups: goal-oriented learners, activity-oriented learners and learning-oriented learners. Allen Tough (1971) developed a formula to identify the adult's learning effort, which he refers to as an adult learning project.

Knowles (1978) based his andragogical theory on four assumptions:

1. As an individual matures, his self concept moves from total dependency to an increasing self-directedness.
2. As an individual matures, he accumulates an expanding reservoir of experiences that provides him with a broadened base on which to relate new learning.
3. As an individual matures, his readiness to learn is decreasingly the product of his biological development and academic pressure and is increasingly the product of the developmental tasks required for performance of his evolving social roles.
4. As an individual matures, there is a shift in learning from problem-centeredness.

From these assumptions, Knowles derived the following implications:

1. Adults enjoy planning and carrying out their own learning experiences.
2. Discovery of how to learn from experience is the key to self-actualization.
3. Mistakes are opportunities for learning.
4. Adult readiness to learn grows out of a recognition of the need to know.
5. Formal curriculum development is less important than finding out what the learners want to know.
6. Adults need the opportunity to apply and try out learning immediately.

If these assumptions are valid, it is necessary to plan and to develop continued professional development for teachers with the view that teachers are adult learners.

The Teacher As An Adult Learner

The uniqueness of the teacher as an adult learner must be considered in a discussion of continued professional development for teachers. As noted by Fessler and Burke (1983), efforts to develop effective inservice education programs should take into account the teacher's stage of development and should also recognize the existence of behaviors that overlap different stages and that reflect the relationship between personal needs, job requirements, and role behavior.

According to Burden and Wallace, (1983), the research in staff development and in teacher career development provides useful information so that staff development programs can be tailored to accommodate teachers' needs at different career stages. Based on Burden's study (1979), Burke and others (1984), developed a career cycle model for teachers as adult learners. Their model suggests the following:

1. Traditional inservice activities that emphasize improved teaching skills are appropriate at certain points in a teacher's career, particularly during the skill building periods associated with the introduction competency-building stages, and to some extent during the enthusiastic and growing stage.
2. The concept of staff development and professional development should be broadened to include concern for the personal needs and problems of teachers.
3. Organizational policies should be examined to provide support for teachers at various stages of the teacher career cycle.
4. Approaches to staff development and professional growth should emphasize personalized, individualized support systems.

The authors cautioned that this model is only a framework and should be the foundation for additional analysis and research.

Christensen and others (1983) noted that improved understanding of the stages of teachers' growth may be the key to improving inservice education for teachers and thus indirectly the education of children.

This chapter has presented a review of the literature related to the continued professional development for teachers and examined the literature about the theories of

adult learning as they relate to the continued professional development for teachers.

Chapter III describes the methodology that was used to gather the data for the study. It is divided into four sections. The first section describes the population and sample that were used in the study, the second section defines the Inquiry Areas upon which the study is based, instrumentation and data collection make up the third section, and the final section describes the techniques that were used for data analysis.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine if there are differences in the way special education teachers perceive continued professional development for teachers and in the way administrators perceive continued professional development for teachers.

This chapter is divided into four sections. The first section describes the population and sample that were used in the study, the second section defines the Inquiry Areas upon which the study was based, instrumentation and data collection make up the third section and the final section describes the techniques that were used for data analysis.

Population

The population for this study was special education teachers and administrators from the state of Indiana. In an attempt to be able to generalize about this population, two special education planning units were selected for sampling.

The Boone-Clinton-Northwest Hendricks County Joint Services planning unit is composed of seven school

corporations in central Indiana. The total school population for the planning unit is 12,047 students.

The number of special education students in the planning unit is 1,114. The number of certified teachers within the planning unit is 722; of this number, 45 are special education teachers. There are 55 administrators within the planning unit; 43 of these administrators have special education programs within their buildings.

The Greater Lafayette Area Special Services planning unit is composed of three school corporations in central Indiana. The total school population for this planning unit is 16,649 students. The number of special education students in the planning unit is 1,634. The number of certified teachers within the planning unit is 1,008; of this number, 47 are special education teachers. There are 66 administrators within the planning unit; 9 of these administrators have special education programs within their buildings.

Table 3.1 Demographic Information

	Boone-Clinton Northwest- Hendricks Co. Joint Services	Greater Lafayette Area Special Services
Number of School Corporations	7	3
Student Population	12,047	16,649
Special Education Population	1,114	1,634
Number of Certified Teachers	722	1,008
Number of Certified Special Education Teachers	45	47
Number of Administrators	55	66
Number of Administrators with Special Education Programs	43	9

Determination of Sample

Special Education teachers, building administrators and supervisors with responsibilities for special education programs were selected to participate in this study.

Initially, the researcher contacted the Directors of the Boone-Clinton-Northwest Hendricks County Joint Services and the Greater Lafayette Area Special Services planning units by phone to explain the purpose of the study and to determine if they would be willing to participate in the study. Both Directors indicated a willingness to

participate and indicated that special education teachers' and other administrators' decisions to participate would be voluntary. The phone call was followed by a letter in which the researcher explained the purpose of the interviews and outlined a time schedule. A week later, phone calls were made to each Director to confirm the decisions and to finalize interview schedules. The Director of the Boone-Clinton-Northwest Hendricks County Joint Services established interview appointments with twenty-two special education teachers and nine administrators; while the Director of the Greater Lafayette Area Special Services planning unit contacted twenty special education teachers and six administrators to determine agreement to participate and to inform them that the researcher would contact them to set up an interview appointment. The specific selection of study participants was made by the individual director in the two special education planning units and was not controlled by the researcher.

Based on the information from the second phone conversations with the two Directors, the researcher traveled to Frankfort, Lebanon, Hazelrigg, Michigantown, Lafayette, West Lafayette, and Battle Ground, Indiana, to proceed with the interviews.

All of the twenty-two special education teachers and nine administrators initially contacted in the Boone-Clinton-Northwest Hendricks County Joint Services planning unit participated in the study.

Of the twenty special education teachers and six administrators initially contacted in the Greater Lafayette Are Special Services planning unit, the final sample included sixteen special education teachers and six administrators. The four special education teachers who were not interviewed were absent from school on the days the interviews were scheduled. An attempt was made to re-schedule the interviews, but was unsuccessful.

Characteristics of the Sample

There were 38 teacher respondents, 2 male and 36 female. The ages of the respondents ranged from 23 to 55 years of age. Master's degrees were held by 30 (79%) while the remaining 8 (21%) hold Bachelor degrees. The number of years they've been teaching ranged from 1 to 21 years. None of the respondents have had experience as administrators.

There were 15 administrator respondents, 13 male and 2 female. The ages of the respondents ranged from 32 to 66 years of age. One held a Doctoral degree, 2 held Specialist degrees and 12 held Masters degrees. The number of years which they've been in administration ranged from 1 to 23 years. Fourteen of the respondents have had prior experience as teachers.

Demographic characteristics of the research study participants are summarized in Table 3.2

Table 3.2 Characteristics of the Sample

	Teachers (n=38) N (%)	Administrators (n=15) N (%)
Sex of Respondents		
Male	2 (5)	11 (73)
Female	36 (91)	4 (27)
Age of Respondents		
23-33	22 (58)	1 (7)
34-44	13 (34)	6 (40)
45-55	3 (8)	6 (40)
56-66	0 (0)	2 (13)
Degrees Held		
Bachelor's	8 (21)	0 (0)
Master's	30 (79)	12 (80)
Ed. Specialist	0 (0)	2 (13)
Doctoral	0 (0)	1 (7)
Years In Education		
1-10	24 (63)	1 (7)
11-21	14 (37)	7 (47)
22-33	0 (0)	5 (33)
34-44	0 (0)	2 (13)
Prior Experience as Teacher		
Yes	38 (100)	14 (93)
No	0 (0)	1 (7)
Prior Experience as Administrator		
Yes	0 (0)	15 (100)
No	38 (100)	0 (0)

Use of the Interview Schedules

The researcher contacted the Director of the Boone-Clinton-Northwest Hendricks County Joint Services planning unit in Frankfort, Indiana, and the Director of the Greater Lafayette Area Special Services planning unit in Lafayette, Indiana, and obtained permission to conduct the interviewing in these two special education planning units. The Director of the Boone-Clinton-Northwest Hendricks County Joint Services planning unit arranged a time schedule and made interview appointments for the researcher. The researcher met with each of the twenty-two special education teachers and nine administrators in their respective school buildings to conduct the interview.

The Director of the Greater Lafayette Area Special Services planning unit contacted twenty special education teachers and six administrators to ask if they would be willing to participate in the study and if so, the researcher would be contacting them to schedule an interview. Of the twenty special education teachers, four were absent during the time the researcher was present and interviews were not obtained. All administrators on the list were contacted and interviewed. The researcher met with each of the sixteen special education teachers and six administrators in their respective school buildings to conduct the interview.

The average length of the teacher interview was twenty-three minutes, while the average length of the administrator interview was thirty-one minutes.

The format for each interview was the same: the researcher introduced herself; attempted to put the respondent at ease through casual conversation; explained that the purpose of the interview was to gather data for a research study but did not state the topic in order to insure unbiased responses; and confirmed the anonymity and confidentiality of the interview proceedings and results.

Respondents were then asked if they objected to having the interview tape-recorded. All but one of the respondents, a special education teacher with three years' teaching experience, agreed to the tape-recording of the interview. The researcher explained that the first set of questions was intended to put the respondent at ease, to set the tone for the remaining interview questions, to help the respondents to think about their own feelings and to enable them to express personal opinions about those feelings.

At the conclusion of the interview, the respondent was thanked and the researcher explained the nature of the study. Many respondents expressed an interest in receiving results of the study.

A week after the interview, a letter was sent to all respondents expressing the researcher's appreciation for their participation and an indication that results would be shared upon completion of the study.

Methods of Inquiry

The research instruments were two interview schedules designed to collect information from special education teachers and administrators about their perceptions of continued professional development for teachers. Respondents were asked to reply to interview questions within a time frame from the beginning of their professional career in education to the present time.

Two separate interview schedules were designed; one for teachers and one for administrators. The interview questions were drawn from each of the six Inquiry Areas.

Definitions of Inquiry Areas

Inquiry Area I

Personal reflections of educational professionals regarding their own continued professional development.

Inquiry Area II

Conceptualizations that educational professionals have regarding continued professional development for teachers.

Inquiry Area III

Value that educational professionals place on continued professional development for teachers.

Inquiry Area IV

Participation of educational professionals in continued professional development for teachers.

Inquiry Area V

Recommended changes of educational professionals regarding continued professional development for teachers.

Inquiry Area VI

Additional comments of educational professionals about continued professional development for teachers.

Teacher's Interview Schedule

The first section on the Teacher's Interview Schedule presented questions without leading the respondent to know the specific focus of the inquiry and as such was general in nature. In addition, it was used to (1) bring the respondent to a personal opinion orientation; (2) establish rapport and put the respondent at ease; (3) convey the feeling that the interviewer was not seeking a specific or "correct" answer, and (4) set a general free-thinking tone for the questions that would follow. Succeeding sections of the Teacher's Interview Schedule dealt with the specific substance of the study.

Inquiry Area I

Personal reflections of educational professionals regarding their own continued professional development.

Question 1.1 What are some activities in which you engage that you find beneficial to you in your teaching?

Comment: This question was designed to probe the nature of activities perceived as beneficial to teachers. Teacher responses to this question would allow a

respondent-based definition of professional development activities.

Question 1.2 Do you participate in any activities with your colleagues which you find beneficial to you in your role as a teacher? What are they?

Comment: This question included the addition of the words "with your colleagues" to allow a comparison with the previous responses to see if activities with colleagues are described as different from professional development activities in general.

Question 1.3 In terms of getting ideas and insights on your work, which of these activities is the most useful?

Comment: This question was designed to allow respondents to rank activities from their own perspective.

Question 1.4 If you were given ten free hours a week to be used for your own continued professional development, how do you think you might use it?

Comment: This question was designed to provide a projective opportunity for respondents rather than the reflective view asked for in previous questions. This would allow a comparison between what teachers do in continued professional development and what they would like to do in continued professional development.

Question 1.5 Looking back over your teaching career, where has been the best source of new ideas for teaching?

Comment: This question was designed to provide a more open opportunity for respondents to identify any aspects of prior experience, activity or otherwise.

Question 1.6 What do you think is your greatest skill as a teacher?

Comment: This question was designed to provide a response to serve as a referrent for Question 1.7.

Question 1.7 Where do you get help in developing and maintaining this skill?

Comment: This question was designed to allow respondents to suggest a focus on either people or things.

Question 1.8 Where do you get help in analyzing specific problems which you encounter as a teacher?

Comment: This question was designed to allow respondents to suggest a focus on either people or things.

Question 1.9 If you wanted help in your own private assessment of your work, who would you most likely turn to and why?

Comment: This question was designed to clarify a people concern for continued professional development.

Inquiry Area II

Conceptualizations that educational professionals have regarding continued professional development for teachers.

Question 2.1 In your own words, how would you define continued professional development for teachers? How would you describe it?

Comment: None.

Question 2.2 Has your definition of continued professional development changed in the last ten years? If so, in what ways?

Comment: This question was designed to allow examination of changes in perspective in terms of personal growth and development.

Question 2.3 How do you think administrators define continued professional development?

Comment: This question was designed to allow later comparison with administrator responses.

Inquiry Area III

Value that educational professionals place on continued professional development for teachers.

Question 3.1 In what ways is continued professional development valuable to you?

Comment: This question was designed to allow examination of changes in perspective in terms of personal growth and development.

Question 3.2 Has the way you value continued professional development changed in the last ten years? If so, how has it changed?

Comment: None.

Question 3.3 What value do you think administrators place on continued professional development for teachers?

Comment: This question was designed to allow later comparison with administrator responses.

Inquiry Area IV

Participation of educational professionals in continued professional development for teachers.

Question 4.1 How actively do you participate in the continued professional development that is offered? In what ways do you participate?

Comment: This question was designed to allow an examination of relationships between activity in continued professional development and how continued professional development is defined.

Question 4.2 How many continued professional development opportunities do you take advantage of during a typical year?

Comments: None.

Question 4.3 Please describe those continued professional development activities which you take advantage of during a typical year.

Comment: This question was designed to allow a broadening of the operational definition of continued professional development and to allow later comparison with administrator responses.

Question 4.4 Do you participate in continued professional development activities outside of those offered? What are they?

Comment: This question was designed to allow a broadening of the operational definition of continued professional development and to allow later comparison with administrator responses.

Question 4.5 Are there other types of continued professional development activities in which you have not participated but would like to participate? What are they?

Comment: This question was designed to allow a broadening of the operational definition of continued professional development and to allow later comparison with administrator responses.

Question 4.6 What are your reasons for not participating in continued professional development activities?

Comment: This question was designed to allow an understanding of possible barriers to continued professional development.

Inquiry Area V

Recommended changes of educational professionals regarding continued professional development for teachers.

Question 5.1 Why do you think that school corporations offer continued professional development for teachers?

Comment: This question was designed to allow an understanding of how broadly teachers see the purpose of continued professional development.

Question 5.2 What changes would you recommend to improve continued professional development for teachers?

Comment: This question was designed to see if recommendations for changes could be grouped in any defined way.

Inquiry Area VI

Additional comments of educational professionals about continued professional development for teachers.

Question 6 Do you have any other comments about your own continued professional development?

Comment: This question was designed to allow an opportunity for respondents to identify areas accidentally omitted on the interview schedule.

Administrator's Interview Schedule

The first section on the Administrator's Interview Schedule presented questions without leading the respondent to know the specific focus of the inquiry and as such was general in nature. In addition, it was used to (1) bring the respondent to a personal opinion orientation; (2) establish rapport and put the respondent at ease; (3) convey the feeling that the interviewer was not seeking a specific or "correct" answer, and (4) set a general free-thinking tone for the questions that would follow. Succeeding sections of the Administrator's Interview Schedule dealt with the specific substance of the study.

Inquiry Area I

Personal reflections of educational professionals regarding their own continued professional development.

Question 1.1 What are some activities in which you engage that you find beneficial to you in your role as an administrator?

Comment: This question was designed to probe the nature of activities perceived as beneficial to administrators.

Question 1.2 Do you participate in any activities with your colleagues which you find beneficial to you in your role as an administrator?

Comment: This question included the addition of the words "with your colleagues" to allow a comparison with the previous responses to see if activities with colleagues are described as different from professional development activities in general.

Question 1.3 In terms of getting ideas and insights on your work, which of these activities is the most useful?

Comment: This question was designed to allow respondents to rank activities from their own perspective.

Question 1.4 If you were given ten free hours a week to be used for your own continued professional development, how do you think you might use it?

Comment: This question was designed to provide a projective opportunity for respondents rather than the reflective view asked for in previous questions. It allows for comparison between what administrators do in continued professional development and what they would like to do in continued professional development.

Question 1.5 Looking back over your career as an administrator, where has been the best source of new ideas for you?

Comment: This question was designed to provide a more open opportunity for respondents to identify any aspects of prior experience, activity or otherwise.

Question 1.6 What do you think is your greatest skill as an administrator?

Comment: This question was designed to provide a response to serve as a referrent for Question 1.7.

Question 1.7 Where do you get help in developing and maintaining this skill?

Comment: This question was designed to allow respondents to suggest a focus on either people or things.

Question 1.8 Where do you get help in analyzing specific problems which you encounter as an administrator?

Comment: This question was designed to allow respondents to suggest a focus on either people or things.

Question 1.9 If you wanted help in your own private assessment of your work, who would you most likely turn to and why?

Comment: This question was designed to clarify a people concern for continued professional development.

Inquiry Area II

Conceptualizations that educational professionals have regarding continued professional development for teachers.

Question 2.1 In your own words, how would you define continued professional development for teachers? How would you describe it?

Comment: None.

Question 2.2 Has your definition of continued professional development for teachers changed in the last ten years? If so, in what ways?

Comment: This question was designed to allow examination of changes in perspective in terms of personal growth and development.

Question 2.3 How do you think teachers define continued professional development?

Comment: This question was designed to allow later comparison with teacher responses.

Inquiry Area III

Value that educational professionals place on continued professional development for teachers.

Question 3.1 In what ways do you think continued professional development is valuable to teachers?

Comment: This question was designed to allow later comparison with teacher responses.

Question 3.2 Has this changed in the last ten years? If so, how has it changed?

Comment: None

Question 3.3 What value do you think teachers place on continued professional development?

Comment: This question was designed to allow later comparison with teacher responses.

Inquiry Area IV

Participation of educational professionals in continued professional development for teachers.

Question 4.1 Do you actively participate in planning continued professional development activities for teachers? In what ways?

Comment: This question was designed to probe the nature and extent of involvement on the part of administrators.

Question 4.2 How many continued professional development opportunities do teachers take advantage of during a typical year?

Comment: None

Question 4.3 Please describe the continued professional development opportunities teachers take advantage of during a typical year.

Comment: This question was designed to allow a broadening of the operational definition of continued professional development and to allow later comparison with teacher responses.

Question 4.4 Do teachers participate in continued professional development activities other than those offered? What are they?

Comment: This question was designed to allow a broadening of the operational definition of continued professional development and to allow later comparison with teacher responses.

Question 4.5 Are there other types of continued professional development activities in which teachers would like to participate? What are they?

Comment: This question was designed to allow a broadening of the operational definition of continued professional development and to allow later comparison with teacher responses.

Question 4.6 What are teachers' reasons for not participating in continued professional development activities?

Comment: This question was designed to allow an understanding of possible barriers to continued professional development.

Inquiry Area V

Recommended changes of educational professionals regarding continued professional development for teachers.

Question 5.1 Why do you think that school corporations offer continued professional development?

Comment: This question was designed to allow an understanding of how broadly administrators see the purpose of continued professional development for teachers.

Question 5.2 What changes do you think teachers would recommend to improve continued professional development for teachers?

Comment: This question was designed to allow for later comparison with teacher responses.

Question 5.3 What changes would you recommend to improve continued professional development for teachers?

Comment: This question was designed to determine if recommendations for changes could be grouped in any defined way.

Inquiry Area VI

Additional comments of educational professionals about continued professional development for teachers.

Question 6 This question was designed to allow an opportunity for respondents to identify areas accidentally omitted on the interview schedule.

Field Testing of the Interview Schedules

First Field Test

The first field test of the interview schedules was conducted with two administrators and two regular education teachers from mid-Michigan.

Revisions To the Teacher's Interview Schedule

Revisions to the Teacher's Interview Schedule were based on the responses and recommendations of the respondents. Specific changes were made in Question 4.1. Questions 3.2, 4.2, 4.3, 4.4, 4.5 and 4.6 were added. These changes and additions are reflected in the interview schedule as it is presented.

Question 4.1 How active are you in the continued professional development that is offered? In what ways are you active?

Comment: This question was changed to read, How actively do you participate in the continued professional development that is offered? In what ways do you participate? This was changed for clarification purposes. This question was designed to allow an examination of relationships between activity in continued professional development and how continued professional development is defined.

Question 4.2 How many professional development opportunities do you take advantage of during a typical year?

Comment: This question was added to serve as a referent for question 4.3.

Question 4.3 Please describe those continued professional development opportunities which you take advantage of during a typical year.

Comment: This question was added to allow a broadening of the operational definition of continued professional development and to allow later comparison with administrator responses.

Question 4.4 Do you participate in continued professional development activities outside of those offered? What are they?

Comment: This question was added to allow a broadening of the operational definition of continued professional development and to allow later comparison with administrator responses.

Question 4.5 Are there other types of continued professional development activities in which you have not participated but would like to participate? What are they?

Comment: This question was added to allow a broadening of the operational definition of continued professional development and to allow later comparison with administrator responses.

Question 4.6 What are your reasons for not participating in continued professional development activities?

Comment: This question was added to allow an understanding of possible barriers to continued professional development.

Revisions To The Administrator's Interview Schedule
Revisions to the Administrator's Interview Schedule were based on the responses and recommendations of the respondents. Questions 4.4, 4.5, and 4.6 were added and are reflected in the interview schedule as it is presented.

Question 4.4 Do teachers participate in continued professional development activities other than those offered? What are they?

Comment: This question was added to allow a broadening of the operational definition of continued professional development and to allow later comparison with teacher responses.

Question 4.5 Are there other types of continued professional development activities in which teachers would like to participate? What are they?

Comment: This question was added to allow a broadening of the operational definition of continued professional development and to allow later comparison with teacher responses.

Question 4.6 What are teachers' reasons for not participating in continued professional development activities?

Comment: This question was added to allow an understanding of possible barriers to continued professional development.

Second Field Test

The second field test of the interview schedule was conducted with two administrators and five teachers from central Indiana who were not employed in the two planning units sampled for the study.

The respondents for the second field test of the Teacher's Interview Schedule felt comfortable with the questions and no further recommendations for changes were made.

Based on the responses and recommendations of the respondents on the second field test of the Administrator's Interview Schedule, Question 1.8 was added.

Question 1.8 Where do you get help in analyzing specific problems which you encounter as an administrator?

Comment: This question was added to allow respondents to suggest a focus on either people or things.

The addition of Question 1.8 is reflected in the interview schedule as presented.

Data Analysis Technique

The purpose of the data analysis was to make comparisons of teachers' and administrators' perceptions of continued professional development for teachers.

The major data analysis technique used was a content analysis. There were six sections of questions which probed each of the six Inquiry Areas.

The same data analysis technique was used for the Teacher's Interview Schedule (TIS) and the Administrator's Interview Schedule (AIS).

Each response was recorded, recurring responses were tabulated and like responses were identified. Each response was recorded in an appropriate category. For each Interview Question, the total number of responses was recorded. For each Interview Question, the average number of responses per respondent was also reported. For each Response Category, the number and percentage of respondents was reported. For each Response Category, the number and percentage of responses was also reported.

For the Teacher's Interview Schedule, there is presented the interview question, statistical data, a description of the responses, selected examples and/or quotes from the respondents, Tables for each interview question, and a summary of the findings.

To assist in interpreting the meaning of the teacher data, a formula for defining Key Response Categories was established. All Response Categories for the Teacher's Interview Schedule (TIS) data were considered. This amounted to a total of 157 Response Categories for the 23 questions on the TIS. Percentage of respondents responding to each Response Category was then charted. Percentage of respondents varied from 0% for ten Response Categories to 100% for one Response Category. This chart was then divided into thirds to show the high percentages, middle percentages and low percentages for the 157 Response Categories. A total of 52 of the 157 Response Categories, approximately one third, were in the high percentage group and were used to define the Key Response Categories for interpreting the meaning of the TIS data. Table 3.3 shows the division into thirds. As can be seen in the table, any Response Category identified by 26% or more of the teachers was considered important in this study.

Table 3.3 Establishing Key Response Categories for TIS

High Third		Middle Third		Low Third	
Percent of Respondents	Number of Response Categories	Percent of Respondents	Number of Response Categories	Percent of Respondents	Number of Response Categories
100	1	24	8	8	9
89	1	21	4	5	19
87	1	19	2	3	14
82	1	18	7	0	<u>10</u>
66	2	16	7		52
63	1	13	10		
61	1	11	<u>15</u>		
53	2		53		
50	2				
47	6				
45	3				
42	4				
39	2				
37	5				
34	5				
32	5				
29	7				
26	<u>3</u>				
	53				

For the Administrator's Interview Schedule, there is presented the interview question, statistical data, a description of the responses, selected examples and/or quotes from the respondents, Tables for each interview question and a summary of the findings.

To assist in interpreting the meaning of the administrator data, a formula for defining Key Response Categories was established. All Response Categories for the Administrator's Interview Schedule (AIS) data were considered. This amounted to a total of 169 Response Categories for the 24 questions on the AIS. Percentage of respondents responding to each Response Category was then charted. Percentage of respondents varied from 0% for 35 Response Categories to 100% for one Response Category. This chart was then divided into thirds to show the high percentages, middle percentages and low percentages for the 169 Response Categories. A total of 52 of the 169 Response Categories, approximately one third, were in the high percentage group and were used to define the Key Response Categories for interpreting the meaning of the AIS data. Table 3.4 shows the division into thirds. As can be seen in the table, any Response Category identified by 33% or more of the administrators was considered important in this study.

Table 3.4 Establishing Key Response Categories for AIS

High Third		Middle Third		Low Third	
Percent of Respondents	Number of Response Categories	Percent of Respondents	Number of Response Categories	Percent of Respondents	Number of Response Categories
100	1	27	12	4	30
87	3	23	1	0	35
80	1	20	15		65
73	4	13	24		
67	5		52		
60	6				
53	4				
47	3				
40	13				
33	12				
	52				

Limitations of the Study

The limitations of the study are as follows:

1) Personal interviews were conducted and therefore the study is limited to the perceptions of those interviewed and assumes their ability to respond validly to the questions;

2) All teachers and administrators were not interviewed. Two special education planning units were selected and it is assumed that the respondents from these two units are similar to other teachers and administrators.

3) The responses were grouped and categorized by the researcher. This allowed for certain consistencies but also may have contributed to bias.

4) Continued Professional Development might have been thought of by different study respondents in different ways. However, it was felt to be important to not define it for the respondents since the definition of continued professional development was one aspect of the study.

Chapter III has presented the methodology used to collect the data for the study: population and determination of sample; description of the instrumentation and a discussion of the data analysis technique. The limitations of the study were also presented.

Chapter IV presents an analysis of the data: inquiry areas, related interview questions, statistical data, description of the responses and selected examples and/or quotes from the respondents.

Chapter V presents a discussion of the findings, the conclusions from the findings, and recommendations for areas of further study.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this study was to determine if there are differences in the way special education teachers perceive continued professional development for teachers and in the way administrators perceive continued professional development for teachers.

The data collected in the study are presented in this chapter and analyzed according to the procedures described earlier in this report. Each Inquiry Area is examined, along with the related interview question, statistical data, a description of the responses and selected examples and/or quotes from the respondents.

Teacher and Administrator Interview Schedules

Two separate interview schedules were designed; one for teachers and one for administrators. The interview questions were drawn from each of the six Inquiry Areas.

Definitions of Inquiry Areas

Inquiry Area I

Personal reflections of educational professionals regarding their own continued professional development.

Inquiry Area II

Conceptualizations that educational professionals have about continued professional development for teachers.

Inquiry Area III

Value that educational professionals place on continued professional development for teachers.

Inquiry Area IV

Participation of educational professionals in continued professional development for teachers.

Inquiry Area V

Recommended changes of educational professionals to improve continued professional development for teachers.

Inquiry Area VI

Additional comments of educational professionals about continued professional development for teachers.

Teacher's Interview Schedule

This section contains a discussion of the interview findings. For each Inquiry Area, there is presented the related interview question, quantitative data, a description of the responses and selected examples and/or quotes from the respondents. A formula for defining Key Response Categories was established. Any Response Category identified by 26% or more of the respondents was considered important and is discussed in the description of the responses.

Data From Teacher's Interview Schedule

Inquiry Area I

Personal reflections of educational professionals regarding their own continued professional development.

Question 1.1 What are some activities in which you engage that you find are beneficial to you in your role as a teacher?

Eleven Response Categories emerged as a way to organize the data for this question. Table 4.1 shows respondents and responses according to the response categories that were used to organize the data for Question 1.1.

Table 4.1 Teacher Responses to Question 1.1 What are some activities in which you engage that you find are beneficial to you in your role as a teacher?

Response Category	Respondents (n=38)	Responses (n=93)
	N (%)	N (%)
Community/Church Involvement	19 (50)	20 (22)**
Professional Organizations	13 (34)	13 (14)
Physical/Leisure/Social Activities	10 (26)	12 (13)**
Reading Professional Materials	10 (26)	10 (1)
-----*		
After School Activities With Students	9 (24)	9 (10)
Family Life/Parenthood	9 (24)	9 (10)
Formal Coursework	9 (24)	9 (10)
Informal Discussions With Colleagues	5 (13)	5 (5)
Inservices/Workshops/Seminars	4 (11)	5 (5)**
Previous/Summer Jobs	1 (3)	1 (1)
Daily Commuting	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 93 responses to Question 1.1 or an average of 2.45 responses per respondent. Nineteen (50%) of the respondents, accounting for 20 of the responses, were

categorized within the Response Category of Community/Church Involvement. Examples of responses included coaching Little League, volunteering at the Mental Health Center and teaching Sunday School. "Getting away from school-related activities helps me to keep from burning out" was a typical comment.

Thirteen (34%) of the respondents, accounting for 13 of the responses, were categorized within the Response Category of Professional Organizations. Examples included state and national conventions and conferences. "Keeps me current" was a typical comment.

Ten (26%) of the respondents, accounting for 12 of the responses, were categorized within the Response Category of Physical/Leisure/Social Activities. Examples included aerobics, walking, weightlifting and camping. "Helps me to get rid of stress" was a typical comment.

Ten (26%) of the respondents, accounting for 10 of the responses, were categorized within the Response Category of Reading Professional Materials. Examples included professional journals and periodicals.

Question 1.2 Do you participate in any activities with your colleagues which you find beneficial to you in your role as a teacher?

Nine Response Categories emerged as a way to organize the data for this question. Table 4.2 shows respondents and responses according to the response categories that were used to organize the data for Question 1.2.

Table 4.2 Teacher Responses to Question 1.2 Do you participate in any activities with your colleagues which you find beneficial to you in your role as a teacher?

Response Category	Respondents (n=38) N (%)	Responses (n=104) N (%)
Informal Discussions With Colleagues	19 (50)	27 (26)**
Physical/Leisure/Social Activities	18 (47)	26 (25)**
Professional Organizations	16 (42)	21 (20)**
Inservices/Workshops/ Seminars	14 (37)	16 (15)**
-----*		
Community/Church Involvement	6 (16)	6 (6)
Formal Coursework	4 (11)	4 (4)
After School Activities With Students	2 (5)	2 (2)
Family Life/Parenthood	1 (3)	1 (1)
Visitations	1 (3)	1 (1)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 104 responses to Question 1.2 or an average of 2.74 responses per respondent. Nineteen (50%) of the respondents, accounting for 27 of the responses, were categorized within the Response Category of Informal Discussions With Colleagues. Examples included talking to

other teachers, faculty dinners and staff meetings. "Gives us a chance to exchange ideas" was a typical response.

Eighteen (47%) of the respondents, accounting for 26 of the responses, were categorized within the Response Category of Physical/Leisure/Social Activities. Examples included lunch with staff members, staff canoe trip, informal get-togethers and tennis. "Time to just party and get to know one another" was a typical comment.

Sixteen (42%) of the respondents, accounting for 16 of the responses, were categorized within the Response Category of Professional Organizations. Examples included state and national professional organizations, such as, Council for Exceptional Children, Association for Children with Learning Disabilities and Delta Kappa Gamma. "An opportunity to exchange ideas with others outside of our own corporation and to get reinforcement" was a typical comment.

Fourteen (37%) of the respondents, accounting for 16 of the responses, were categorized within the Response Category of Inservices/Workshops/Seminars. Examples included building-based meetings, corporation-wide workshops and special education planning unit workshops. "I get new ideas or often times I am reminded of techniques I used to use which were effective but I'd forgotten about" was a typical comment.

Question 1.3 In terms of getting ideas and insights on your work, which of these activities is the most useful?

Eleven Response Categories emerged as a way to organize the data for this question. Table 4.3 shows respondents and responses according to the response categories that were used to organize the data for Question 1.3.

Table 4.3 Teacher Responses to Question 1.3 In terms of getting ideas and insights on your work, which of these activities is the most useful?

Response Category	Respondents (n=38)	Responses (n=74)
	N (%)	N (%)
Informal Discussions With Colleagues	16 (42)	16 (22)
-----*		
Inservices/Workshops/ Seminars	9 (24)	10 (14)**
Professional Organizations	9 (24)	9 (12)
Reading Professional Materials	4 (11)	4 (5)
Formal Coursework	3 (8)	3 (4)
Physical/Leisure/Social Activities	3 (8)	3 (4)
Visitations	3 (8)	3 (4)
After School Activities With Students	2 (5)	2 (3)
Community/Church Involvement	2 (5)	2 (3)
Family Life/Parenthood	2 (5)	2 (3)
Previous/Summer Jobs	1 (3)	1 (1)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 74 responses to Question 1.3 or an average of 1.95 responses per respondent.

Sixteen (42%) of the respondents, accounting for 16 of the responses, were categorized within the Response Category of Informal Discussions with Colleagues. Examples included sharing ideas with peers and talking to other teachers. "I can benefit from others' experiences and points of view" was a typical comment.

Question 1.4 If you were given ten free hours a week to be used for your own continued professional development, how do you think you might use it?

Nine Response Categories emerged as a way to organize the data for this question. Table 4.4 shows respondents and responses according to the response categories that were used to organize the data for Question 1.4.

Table 4.4 Teacher Responses to Question 1.4 If you were given ten free hours a week to be used for your own continued professional development, how do you think you might use it?

Response Category	Respondents (n=38)	Responses (n=82)
	N (%)	N (%)
Formal Coursework	23 (61)	23 (28)
Curriculum Development	17 (45)	17 (21)
Visitations	17 (45)	17 (21)
-----*		
Reading Professional Materials	9 (24)	9 (11)
Inservices/Workshops/ Seminars	5 (13)	5 (6)
Professional Organizations	5 (13)	5 (6)
Informal Discussions With Colleagues	4 (11)	4 (5)
Community/Church Involvement	2 (5)	2 (2)
Time For Self	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories.

There were a total of 82 responses to Question 1.4 or an average of 2.16 responses per respondent.

Twenty-three (61%) of the respondents, accounting for 23 of the responses, were categorized within the Response Category of Formal Coursework. Examples included finishing Master's degree and college classes. "I'd take classes just

for the enjoyment of it, not because they were required" was a typical response.

Seventeen (45%) of the respondents, accounting for 17 of the responses, were categorized within the Response Category of Curriculum Development. Examples included materials development, planning and developing a curriculum. "I'd love to have the time to plan and develop an individualized curriculum" was a typical response.

Seventeen (45%) of the respondents, accounting for 17 of the responses, were categorized within the Response Category of Visitations. Examples included visits to other classrooms. "I'd like to see what other teachers are doing" was a typical comment.

Question 1.5 Looking back over your teaching career, where has been the best source of new ideas for teaching?

Seven Response Categories emerged as a way to organize the data for this question. Table 4.5 shows respondents and responses according to the response categories that were used to organize the data for Question 1.5.

Table 4.5 Teacher Responses to Question 1.5 Looking back over your teaching career, where has been the best source of new ideas for teaching?

Response Category	Respondents (n=38) N (%)	Responses (n=58) N (%)
Informal Discussions With Colleagues	25 (66)	25 (43)
-----*		
Inservices/Workshops/ Seminars	8 (21)	8 (14)
Formal Coursework	7 (18)	7 (12)
Reading Professional Materials	6 (16)	6 (10)
Professional Organizations	5 (13)	5 (9)
Experimentation	4 (11)	4 (7)
Visitations	3 (8)	3 (5)

* Response Categories above this line are defined as Key Response Categories

There were a total of 58 responses to Question 1.5 or an average of 1.53 responses per respondent.

Twenty-five (66%) of the respondents, accounting for 25 of the responses, were categorized within the Response Category of Informal Discussions With Colleagues. Examples included talking to other teachers. "Sharing information with other teachers has been the best source of new ideas for me" was a typical comment.

Question 1.6 What do you think is your greatest skill as a teacher?

Four Response Categories emerged as a way to organize the data for this question. Table 4.6 shows respondents and responses according to the response categories that were used to organize the data for Question 1.6.

Table 4.6 Teacher Responses to Question 1.6 What do you think is your greatest skill as a teacher?

Response Category	Respondents (n=38)	Responses (n=40)
	N (%)	N (%)
Communicating/Relating	25 (66)	5 (63)
-----*		
Curriculum Development	8 (21)	8 (20)
Organizational Skills	4 (11)	4 (1)
Caring About Kids/People	3 (8)	3 (8)

* Response Categories above this line are defined as Key Response Categories

There were a total of 40 responses to Question 1.6 or an average of 1.05 responses per respondent.

Twenty-five (66%) of the respondents, accounting for 25 of the responses, were categorized within the Response Category of Communicating/Relating. Examples included ability to get along with students and being able to empathize with students. "Being able to communicate with my students is my greatest skill" was a typical comment.

Question 1.7 Where do you get help in developing and maintaining this skill?

Six Response Categories emerged as a way to organize the data for this question. Table 4.7 shows respondents and responses according to the response categories that were used to organize the data for Question 1.7.

Table 4.7 Teacher Responses to Question 1.7 Where do you get help in developing and maintaining this skill?

Response Category	Respondents (n=38)	Responses (n=39)
	N (%)	N (%)
Innate/Personality	13 (34)	13 (33)
Informal Discussions With Colleagues	11 (29)	11 (28)
-----*		
Experience	5 (13)	5 (13)
Formal Coursework	4 (11)	4 (11)
Student Feedback	4 (11)	4 (11)
Reading Professional Materials	2 (5)	2 (5)

* Response Categories above this line are defined as Key Response Categories

There were a total of 39 responses to Question 1.7 or an average of 1.03 responses per respondent.

Thirteen (34%) of the respondents, accounting for 13 of the responses, were categorized within the Response Category of Innate/Personality. Examples included

personality, God-given, innate. "My ability to relate to my students comes from within me, I think it's part of my personality" was a typical comment.

Twenty (53%) of the respondents, accounting for 20 of the responses, were categorized within the Response Category of Supervisor. Examples included principal, director of special education, consultant. "I'd go to someone I respect and whose opinion I value" was a typical comment.

Fifteen (39%) of the respondents, accounting for 16 of the responses, were categorized within the Response Category of Colleagues. Examples included other teachers, counselors, teachers, administrators and aides. "The feedback I get from talking to my peers is the most helpful" was a typical comment.

Question 1.8 Where do you get help in analyzing specific problems which you encounter as a teacher?

Six Response Categories emerged as a way to organize the data for this question. Table 4.8 shows respondents and responses according to the response categories that were used to organize the data for Question 1.8.

Table 4.8 Teacher Responses to Question 1.8 Where do you get help in analyzing specific problems which you encounter as a teacher?

Response Category	Respondents (n=38) N (%)	Responses (n=43) N (%)
Informal Discussions With Colleagues	38 (100)	38 (88)
-----*		
Community/Church Involvement	2 (5)	2 (4)
Formal Coursework	1 (3)	1 (3)
Reading Professional Materials	1 (3)	1 (2)
Self	1 (3)	1 (2)
Inservices/Workshops/Seminars	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

There were a total of 43 responses to Question 1.8 or an average of 1.13 responses per respondent.

Thirty-eight (100%) of the respondents, accounting for 38 of the responses, were categorized within the Response Category of Informal Discussions with Colleagues. Examples included talking to teachers, principals, counselors and consultants. "Checking with an expert always helps" was a typical comment.

Question 1.9 If you wanted help in your own private assessment of your work, who would you most likely turn to and why?

Seven categories emerged as a way to organize the data for this question. Table 4.9 shows these categories, number of respondents that indicated each category and the number of responses that were made in each category of Question 1.9.

Table 4.9 Teacher Responses to Question 1.9 If you wanted help in your own private assessment of your work, who would you most likely turn to and why?

Response Category	Respondents (n=38) N (%)	Responses (n=42) N (%)
Supervisor	20 (53)	20 (48)
Colleagues	15 (39)	16 (38)
-----*		
University Professors	3 (8)	3 (7)
Self	2 (5)	2 (5)
Students	1 (3)	1 (2)
Family	0 (0)	0 (0)
Parents of Students	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

There were a total of 42 responses to Question 1.9 or an average of 1.11 responses per respondent.

Twenty (53%) of the respondents, accounting for 20 of the responses, were categorized within the Response Category of Supervisor. Examples included principal, director of special education, consultant. "I'd go to someone I respect and whose opinion I value" was a typical comment.

Fifteen (39%) of the respondents, accounting for 16 of the responses, were categorized within the Response Category of Colleagues. Examples included other teachers, counselors, psychologists. "They know what I'm doing and would be honest with me" was a typical comment.

Inquiry Area II

Conceptualizations that educational professionals have regarding continued professional development for teachers.

Question 2.1 In your own words, how would you define continued professional development for teachers? How would you describe it?

Four Response Categories emerged as a way to organize the data for this question. Table 4.10 shows respondents and responses according to the response categories that were used to organize the data for Question 2.1.

Table 4.10 Teacher Responses to Question 2.1 In your own words, how would you define continued professional development for teachers? How would you describe it?

Response Category	Respondents (n=38) N (%)	Responses (n=52) N (%)
Keep Up-To-Date	31 (82)	31 (60)
On-Going Training	13 (34)	13 (25)
-----*		
Grow Professionally/Personally	8 (21)	8 (15)
Improve Instruction to Students	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

There were a total of 52 responses to Question 2.1 or an average of 1.37 responses per respondent.

Thirty-one (82%) of the respondents, accounting for 31 of the responses, were categorized within the Response Category of Keep Up-To-Date. Examples included getting new ideas, developing and improving skills, furthering one's outlook and gaining expertise. "Keeping up-dated on what's new" was a typical comment.

Thirteen (34%) of the respondents, accounting for 13 of the responses, were categorized within the Response Category of On-Going Training. Examples included continual training, not just workshops. "A continual process. Anything I do to keep up-dated, such as classes, workshops,

talking to other teachers, visiting, reading, etc." was a typical comment.

Question 2.2 Has your definition of continued professional development changed in the last ten years? If so, in what ways?

Three Response Categories emerged as a way to organize the data for this question. Table 4.11 shows respondents and responses according to the response categories that were used to organize the data for Question 2.2.

Table 4.11 Teacher Responses to Question 2.2 Has your definition of continued professional development changed in the last ten years? If so, in what ways?

Response Category	Respondents (n=38) N (%)	Responses (n=39) N (%)
Yes, With Experience More Aware Of Need	18 (47)	12 (31)
No	12 (32)	12 (31)
-----*		
Yes, Used To Think It Meant Classes	9 (24)	9 (23)

* Response Categories above this line are defined as Key Response Categories

There were a total of 39 responses to Question 2.2 or an average of 1.03 responses per respondent.

Eighteen (47%) of the respondents, accounting for 18 of the responses, were categorized within the Response Category of Yes, With Experience More Aware Of Need. "It includes more now, it's more meaningful," "It's more relevant now that I've been teaching," and "I used to resist it, now I see the need for it" were typical comments.

Twelve (32%) of the respondents, accounting for 12 of the responses, were categorized within the Response Category of No.

Question 2.3 How do you think administrators define continued professional development for teachers?

Seven Response Categories emerged as a way to organize the data for this question. Table 4.12 shows respondents and responses according to the response categories that were used to organize the data for Question 2.3.

Table 4.12 Teacher Responses to Question 2.3 How do you think administrators define continued professional development for teachers?

Response Category	Respondents (n=38)		Responses (n=45)	
	N	(%)	N	(%)
Formal Coursework	18	(47)	18	(40)
Improve Skills	13	(34)	13	(29)
-----*				
Inservices/Workshops/ Seminars	7	(18)	8	(18)**
Professional Organizations	4	(11)	4	(9)
Nuisance/Waste of Time	1	(3)	1	(2)
Obligation	1	(3)	1	(2)
Reading Professional Materials	0	(0)	0	(0)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 45 responses to Question 2.3 or an average of 1.18 responses per respondent.

Eighteen (47%) of the respondents, accounting for 18 of the responses, were categorized within the Response Category of Formal Coursework. Examples included college classes, Master's Degree, and formal coursework. "Something that can be seen on paper - credits or units" was a typical comment.

Thirteen (34%) of the respondents, accounting for 13 of the responses, were categorized within the Response Category of Improve Skills. Examples included upgrading skills and updating methods. "Helping staff to improve their skills to make them better teachers" was a typical comment.

Inquiry Area III

Value that educational professionals have regarding continued professional development for teachers.

Question 3.1 In what ways is continued professional development valuable to you?

Two Response Categories emerged as a way to organize the data for this question. Table 4.13 shows respondents and responses according to the response categories that were used to organize the data for Question 3.1.

Table 4.13 Teacher Responses to Question 3.1 In what ways is continued professional development valuable to you?

Response Category	Respondents	Responses
	(n=38) N (%)	(n=38) N (%)
Helps Teachers To Grow Professionally	34 (89)	34 (89)
-----*		
Minimizes Teacher Burnout	4 (11)	4 (11)

* Response Categories above this line are defined as Key Response Categories

There were a total of 38 responses to Question 3.1 or an average of 1.00 response per respondent.

Thirty-four (89%) of the respondents, accounting for 34 of the responses, were categorized within the Response Category of Helps Teachers to Grow Professionally. "It makes me a better teacher." "It helps me to keep up with society," and "Helps me to define my long term goals" were typical comments.

Question 3.2 Has the way you value continued professional development changed in the last ten years? If so, how has it changed?

Three categories emerged as a way to organize the data for this question. Table 4.14 shows respondents and responses according to the response categories that were used to organize the data for Question 3.2.

Table 4.14 Teacher Responses to Question 3.2 Has the way you value continued professional development changed in the last ten years? If so, how has it changed?

Response Category	Respondents (n=38) N (%)	Responses (n=38) N (%)
No	19 (50)	19 (50)
Yes, With Experience, It's More Valuable	19 (50)	19 (50)
-----*		
Depends on Relevancy of Activity	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

There were a total of 38 responses to Question 3.2 or an average of 1.00 response per respondent.

Nineteen (50%) of the respondents, accounting for 19 of the responses, were categorized within the Response Category of Yes, With Experience, It's More Valuable. "I take more advantage of it now." "It's become more valuable as I've become more aware of my goals," and "Awareness of opportunities has heightened" were typical comments.

Nineteen (50%) of the respondents, accounting for 19 of the responses, were categorized within the Response Category of No.

Question 3.3 What value do you think administrators place on continued professional development for teachers?

Four Response Categories emerged as a way to organize the data for this question. Table 4.15 shows respondents and responses according to the response categories that were used to organize the data for Question 3.3.

Table 4.15 Teacher Responses to Question 3.3 What value do you think administrators place on continued professional development for teachers?

Response Category	Respondents (n=38)		Responses (n=41)	
	N	(%)	N	(%)
High	12	(32)	12	(29)
Little	12	(32)	12	(29)
-----*				
Average	11	(29)	11	(27)
Depends on Individual	6	(16)	6	(15)

* Response Categories above this line are defined as Key Response Categories

There were a total of 41 responses to Question 3.3 or an average of 1.08 responses per respondent.

Twelve (32%) of the respondents, accounting for 12 of the responses, were categorized within the Response Category of High. "It's necessary and beneficial to teachers." "They feel it's important and encourage it," and "Great deal" were typical comments.

Twelve (32%) of the respondents, accounting for 12 of the responses, were categorized within the Response Category

of Little. "They're Not overly-concerned, it looks good to provide it." It's a good idea, but money and keeping classrooms covered are important," and "Lip service" were typical comments.

Eleven (29%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Average. "They value it but not as highly as teachers" was a typical comment.

Inquiry Area IV

Participation of educational professionals in continued professional development for teachers.

Question 4.1 How actively do you participate in the continued professional development that is offered? In what ways do you participate?

Six Response Categories emerged as a way to organize the data for this question. Table 4.16 shows respondents and responses according to the response categories that were used to organize the data for Question 4.1.

Table 4.16 Teacher Responses to Question 4.1 How actively do you participate in the continued professional development that is offered? In what ways do you participate?

Response Category	Respondents (n=38)	Responses (n=76)
	N (%)	N (%)
Attend/Observe	33 (87)	33 (43)
Conduct/Present	16 (42)	16 (21)
Plan	16 (42)	16 (21)
-----*		
Participate	7 (18)	7 (9)
Organize/Coordinate	3 (8)	3 (4)
No Involvement	1 (3)	1 (1)

* Response Categories above this line are defined as Key Response Categories

There were a total of 76 responses to Question 4.1 or an average of 2.00 responses per respondent.

Thirty-three (87%) of the respondents, accounting for 33 of the responses, were categorized within the Response Category of Attend/Observe. "I go to those offered," and "I'm an observer only" were typical comments.

Sixteen (42%) of the respondents, accounting for 16 of the responses, were categorized within the Response Category of Conduct/Present. Examples included guest speaker and workshop presentor. "I am a receiver and a giver," and "I

participate and also get involved in conducting workshops" were typical comments.

Sixteen (42%) of the respondents, accounting for 16 of the responses, were categorized within the Response Category of Plan. Examples included being a member of the inservice planning committee and chairing committee meetings. "I get involved in planning inservice activities" was a typical comment.

Question 4.2 How many continued professional development opportunities do you take advantage of during a typical year?

Six Response Categories emerged as a way to organize the data for this question. Table 4.17 shows respondents and responses according to the response categories that were used to organize the data for Question 4.2.

Table 4.17 Teacher Responses to Question 4.2 How many continued professional development opportunities do you take advantage of during a typical year?

Response Category	Respondents (n=38) N (%)	Responses (n=36) N (%)
1-4	14 (37)	14 (39)
5-10	12 (32)	12 (33)
-----*		
All That Are Offered	5 (13)	5 (14)
11-15	3 (8)	3 (8)
15+	2 (5)	2 (6)
None	2 (5)	2 (6)

* Response Categories above this line are listed as Key Response Categories

There were a total of 36 responses to Question 4.2 or an average of .95 response per respondent.

Fourteen (37%) of the respondents, accounting for 14 of the responses, were categorized within the Response Category of 1-4.

Twelve (32%) of the respondents, accounting for 12 of the responses, were categorized within the Response Category of 5-10.

Question 4.3 Please describe the continued professional development opportunities which you take advantage of during a typical year.

Nine Response Categories emerged as a way to organize the data for this question. Table 4.18 shows respondents and responses according to the response categories that were used to organize the data for Question 4.3.

Table 4.18 Teacher Responses to Question 4.3 Please describe the continued professional development opportunities which you take advantage of during a typical year.

Response Category	Respondents (n=38) N (%)	Responses (n=71) N (%)
Inservices/Workshops/ Seminars	24 (63)	41 (58)**
Formal Coursework	12 (32)	12 (17)
Professional Organizations	11 (29)	11 (15)
Staff Meetings	11 (29)	11 (15)
-----*		
Mandated Inservice Days	6 (16)	6 (8)
Reading Professional Materials	3 (8)	3 (4)
Community/Church Involvement	2 (5)	2 (3)
Visitations	2 (5)	2 (3)
Supervise Student Teachers	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 71 responses to Question 4.3 or an average of 1.87 responses per respondent.

Twenty-four (63%) of the respondents, accounting for 41 of the responses, were categorized within the Response Category of Inservices/Workshops/Seminars. Examples included workshops, seminars, committees, lectures and speakers.

Twelve (32%) of the respondents, accounting for 12 of the responses, were categorized within the Response Category of Formal Coursework. Examples included college classes and Master's degree.

Eleven (29%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Professional Organizations. Examples included state and national organizations such as Council for Exceptional Children, Indiana Reading Association and Association for Children with Learning Disabilities.

Eleven (29%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Staff Meetings. Examples included building-level faculty meetings and corporation-level special education staff meetings.

Question 4.4 Do you participate in continued professional development activities other than those offered? What are they?

Nine Response Categories emerged as a way to organize the data for this question. Table 4.19 shows respondents

and responses according to the response categories that were used to organize the data for Question 4.4.

Table 4.19 Teacher Responses to Question 4.4 Do you participate in continued professional development activities other than those offered? What are they?

Response Category	Respondents (n=38) N (%)	Responses (n=45) N (%)
Yes, Organizations Professional	18 (47)	18 (40)
-----*		
No	8 (21)	8 (18)
Yes, Formal Coursework	6 (16)	6 (13)
Yes, Community/Church Involvement	5 (13)	5 (11)
Yes, Out of District In-services/Workshops/Seminars	5 (13)	5 (11)
Yes, Reading Professional Materials	5 (13)	5 (11)
Yes, Visitations	4 (11)	4 (9)
Yes, Summer Workshops	2 (5)	2 (4)
Yes, Informal Discussions With Colleagues	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories.

There were a total of 45 responses to Question 4.4 or an average of 1.18 responses per respondent.

Eighteen (47%) of the respondents, accounting for 18 of the responses, were categorized within the Response Category of Yes, Professional Organizations. Examples included national and state Council for Exceptional Children, Association for Retarded Citizens, Mental Health Association, Indiana State Teachers Association and Association for Children with Learning Disabilities.

Question 4.5 Are there other types of continued professional development activities in which you have not participated but would like to participate? What are they?

Nine Response Categories emerged as a way to organize the data for this question. Table 4.20 shows respondents and responses according to the response categories that were used to organize the data for Question 4.5.

Table 4.20 Teacher Responses to Question 4.5 Are there other types of continued professional development activities in which you have not participated but would like to participate? What are they?

Response Category	Respondents (n=38) N (%)	Responses (n=63) N (%)
Yes, Summer/Short-Term Workshops	13 (34)	15 (24)**
Yes, Professional Organizations	11 (29)	11 (17)
Yes, Visitations	11 (29)	11 (17)
-----*		
No	9 (24)	9 (14)
Yes, Formal Coursework	7 (18)	7 (11)
Yes, Community/Church Involvement	4 (11)	5 (8)**
Yes, Informal Discussions With Colleagues	2 (5)	2 (3)
Yes, Out Of District Inservices/Workshops/Seminars	2 (5)	2 (3)
Yes, Curriculum Development	1 (3)	1 (2)

* Response Categories above this line are defined as Key Response Categories

* Some respondents gave multiple responses in this category

There were a total of 63 responses to Question 4.5 or an average of 1.66 responses per respondent.

Thirteen (34%) of the respondents, accounting for 15 of the responses, were categorized within the Response Category of Yes, Summer/Short-Term Workshops. "I'd be willing to participate in more workshops if they were offered in the summer or on Saturdays," and "Two-day intensive workshops are more beneficial than week-long workshops" were typical comments.

Eleven (29%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Yes, Professional Organizations. "I'd like the opportunity to attend some far-away meetings or conferences," and "I'd like to go to some state or national conventions" were typical comments.

Eleven (29%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Yes, Visitations. "I'd like to visit programs in other corporations to see what they are doing," "Visitations to community businesses would help me to prepare my students for their work stations," and "I'd be interested in visiting community agencies to find out what resources are available to me and my students" were typical comments.

Question 4.6 What are your reasons for not participating in continued professional development activities?

Eight Response Categories emerged as a way to organize the data for this question. Table 4.21 shows respondents

and responses according to the response categories that were used to organize the data for Question 4.8.

Table 4.21 Teacher Responses to Question 4.6 What are your reasons for not participating in continued professional development activities?

Response Category	Respondents (n=38) N (%)	Responses (n=84) N (%)
Lack of Time	11 (29)	11 (13)
Lack of Financial Support	18 (47)	18 (23)
Family/Personal Responsibilities	11 (29)	11 (13)
-----*		
Inconvenient Location/ Distance	6 (16)	6 (7)
Irrelevant/Worthless	6 (16)	8 (10)**
Don't Like To Leave Classroom	4 (11)	4 (5)
Not Given Opportunity	4 (11)	4 (5)
No Reasons	2 (5)	2 (2)

* Response Categories above this line are defined as Key Response Categories

** Some Respondents gave multiple responses in this category

There were a total of 84 responses to Question 4.6 or an average of 2.21 responses per respondent.

Twenty-four (63%) of the respondents, accounting for 24 of the responses, were categorized within the Response

Category of Lack Of Time. "I'm involved in too many other activities" was a typical comment.

Eighteen (47%) of the respondents, accounting for 18 of the responses, were categorized within the Response Category of Lack of Financial Support. "It would help if the school corporation would pay for part of the expenses for a state or national convention," and "registration fees and housing costs are too much of a burden for me" were typical comments.

Eleven (29%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Family/Personal Responsibilities. "I don't spend enough time with my family as it is" was a typical comment.

Inquiry Area V

Recommended changes of educational professionals regarding continued professional development for teachers.

Question 5.1 Why do you think that school corporations offer continued professional development for teachers?

Four Response Categories emerged as a way to organize the data for this question. Table 4.22 shows respondents and responses according to the response categories that were used to organize the data for Question 5.1.

Table 4.22 Teacher Responses to Question 5.1 Why do you think that school corporations offer continued professional development for teachers?

Response Category	Respondents (n=38)	Responses (n=38)
	N (%)	N (%)
Improves Instructional Process	24 (63)	24 (63)
-----*		
Helps Prevent Teacher Burnout	7 (18)	7 (18)
Required by State/Negotiated Item	5 (13)	5 (13)
Public Pressure	2 (5)	2 (5)

* Response Categories above this line are defined as Key Response Categories

There were a total of 38 responses to Question 5.1 or an average of 1.00 response per respondent.

Twenty-four (63%) of the respondents, accounting for 24 of the responses, were categorized within the Response Category of Improves Instructional Process. "They want their teachers to keep up-to-date," and "They want to increase teachers' awareness and to improve teaching" were typical comments.

Question 5.2 What changes would you recommend to improve continued professional development for teachers?

Thirteen Response Categories emerged as a way to organize the data for this question. Table 4.23 shows respondents and responses according to the response

categories that were used to organize the data for Question 5.2.

Table 4.23 Teacher Responses to Question 5.2 What changes would you recommend to improve continued professional development for teachers?

Response Category	Respondents (n=38) N (%)	Responses (n=104) N (%)
Financial Support/Stipend	20 (53)	20 (17)
Relevant/Personalized	18 (47)	25 (21)**
Better Organization	17 (45)	24 (20)**
Released Time	15 (39)	15 (13)
Input From Teachers	10 (26)	10 (8)
-----*		
Awareness of Continued Professional Development Activities	7 (18)	7 (6)
State-Designated Days	7 (18)	7 (6)
No Changes	4 (11)	4 (3)
Visitations	4 (11)	4 (3)
Follow-Up	2 (5)	2 (2)
Input from Outsiders	2 (5)	2 (2)
Informal Discussions With Colleagues	1 (3)	1 (1)
Specific Teacher Substitute	1 (3)	1 (1)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 122 responses to Question 5.2 or an average of 3.11 responses per respondent.

Twenty (53%) of the respondents, accounting for 20 of the responses, were categorized within the Response Category of Financial Support/Stipend. "I'd appreciate it if they would share expenses," and "Financial support from local and state sources would be helpful" were typical comments.

Eighteen (47%) of the respondents, accounting for 25 of the responses, were categorized within the Response Category of Relevant/Personalized. "I would like to have the opportunity to attend more activities that are relevant to me," "Personalized workshops with time for one-on-one help would be most beneficial," and "Activities should be more meaningful" were typical comments.

Seventeen (45%) of the respondents, accounting for 24 of the responses, were categorized within the Response Category of Better Organization. "Better speakers," "More flexible and convenient scheduling," "Closer to home," "Variety of topics," "Smaller groups," and "Better location" were typical comments.

Fifteen (39%) of the respondents, accounting for 15 of the responses, were categorized within the Response Category of Released Time. "More released time when students aren't in school" was a typical comment.

Ten (26%) of the respondents, accounting for 10 of the responses, were categorized within the Response Category of

Input From Teachers. "Teachers should have more say-so in what's offered" was a typical comment.

Inquiry Area VI

Additional comments of educational professionals about continued professional development for teachers.

Question 6 Do you have any other comments about your own continued professional development?

There were no categories established for this question. There were 14 responses to Question 6. These responses were given by 14 (37%) of the respondents or an average of .37 responses per respondent. Typical comments included, "I will probably continue my professional development because it is personally satisfying," "I enjoy learning for the sake of learning," "I hope that I will always continue to participate and to be open-minded," "I hope I'll always keep changing and take the opportunities that are offered to me," "I would do more if I had the time and money," and "As educators we must take advantage of the opportunities or we'll never know if what we're doing is good or bad" were typical comments.

Discussion of Teacher Findings

There were 38 teacher respondents, 2 male and 36 female. The ages of the respondents ranged from 23 to 55 years of age. Master's degrees were held by 30 (79%) while the remaining 8 (21%) hold Bachelor degrees. The number of years they've been teaching ranged from 1 to 21 years. None of the respondents have had experience as administrators.

There were 24 questions on the Teacher's Interview Schedule. Each respondent responded to all questions. The responses to each question were organized into Response Categories.

In response to Question 1.8, Where do you get help in analyzing specific problems which you encounter as a teacher?, 38 (100%) of the respondents accounting for 38 of the responses, were categorized within the Response Category of Informal Discussions With Colleagues.

In Question 1.1, 19 (50%) of the respondents were categorized within the Response Category of Community/Church Involvement. In Question 1.2, 19 (50%) of the respondents were categorized within the Response Category of Informal Discussions With Colleagues. In Question 1.5, 25 (66%) of the respondents were categorized within the Response Category of Informal Discussions With Colleagues. In Question 1.6, 25 (66%) of the respondents were categorized within the Response Category of Communicating/Relating. In Question 1.9, 20 (53%) of the respondents were categorized within the Response Category of Supervisor. In Question 2.1, 31 (82%) of the respondents were categorized within the Response Category of Keep Up-To-Date. In Question 3.1, 34 (89%) of the respondents were categorized within the Response Category of Helps Teachers to Grow Professionally. In Question 3.2, 19 (50%) of the respondents were categorized within the Response Category of No. In Question 3.2, 19 (50%) of the respondents were categorized within the

Response Category of Yes, With Experience More Valuable. In Question 4.1, 33 (87%) of the respondents were categorized within the Response Category of Attend/Observe. In Question 4.3, 24 (63%) of the respondents were categorized within the Response Category of Inservice/Workshops/Seminars. In Question 4.6, 24 (63%) of the respondents were categorized within the Response Category of Lack of Time. In Question 5.1, 24 (63%) of the respondents were categorized within the Response Category of Improves Instructional Process. In Question 5.2, 20 (53%) of the respondents were categorized within the Response Category of Financial Support/Stipend.

Eight questions included Response Categories in which the number of responses was higher than the number of respondents. This occurred in Question 1.1, which was a probing question allowing the respondents to be more general in their responses. In Question 1.1, 19 (50%) of the respondents, accounting for 20 of the responses, were categorized within the Response Category of Community/Church Involvement. Four (11%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of Inservice/Workshops/Seminars. Ten (26%) of the respondents, accounting for 12 of the responses, were categorized within the Response Category of Physical/Leisure/Social Activities.

Multiple responses occurred in Question 1.2 when the words "with your colleagues" was added. Response Categories with multiple responses to Question 1.2 were those which

were more closely related to the respondents' roles as teachers. Nineteen (50%) of the respondents, accounting for 27 of the responses, were categorized within the Response Category of Informal Discussions With Colleagues. Fourteen (37%) of the respondents, accounting for 16 of the responses, were categorized within the Response Category of Inservice/Workshops/Seminars. Eighteen (47%) of the respondents, accounting for 26 of the responses, were categorized within the Response Category of Physical/Leisure/Social Activities. Sixteen (42%) of the respondents, accounting for 21 of the responses, were categorized within the Response Category of Professional Organizations.

Multiple responses also occurred in questions which asked the respondents to name specific activities, as in Question 1.3, Question 2.3, Question 4.3, and Question 4.5. In Question 1.3, 9 (24%) of the respondents, accounting for 10 of the responses, were categorized within the Response Category of Inservice/Workshops/Seminars. In Question 2.3, 7 (18%) of the respondents, accounting for 8 of the responses, were categorized within the Response Category of Inservice/Workshops/Seminars. In Question 4.3, 24 (63%) of the respondents, accounting for 41 of the responses, were categorized within the Response Category of Inservice/Workshops/Seminars. In Question 4.5, 4 (11%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of Yes,

Community/Church Involvement. In Question 4.5, 13 (34%) of the respondents, accounting for 15 of the responses, were categorized within the Response Category of Yes, Summer/Short-Term Workshops.

Multiple responses also occurred in questions which asked respondents to give specific reasons and to make specific recommendations, as in Question 4.6 and Question 5.2. In Question 4.6, 6 (16%) of the respondents, accounting for 8 of the responses, were categorized within the Response Category of Irrelevant/Worthless.

In Question 5.2, 17 (45%) of the respondents, accounting for 24 of the responses, were categorized within the Response Category of Better Organization. Eighteen (47%) of the respondents, accounting for 25 of the responses, were categorized within the Response Category of Relevant/Personalized.

Administrator's Interview Schedule

This section contains a discussion of the interview findings. For each Inquiry Area, there is presented the related interview question, statistical data, a description of the responses and selected examples and/or quotes from the respondents. A formula for defining Key Response Categories was established. Any Response Category identified by 33% or more of the respondents was considered important and is discussed in the description of the responses.

Data From Administrator's Interview Schedule

Inquiry Area I

Personal reflections of educational professionals regarding their own continued professional development.

Question 1.1 What are some activities in which you engage that you find are beneficial to you in your role as an administrator?

Eleven Response Categories emerged as a way to organize the data for this question. Table 4.24 shows respondents and responses according to the response categories that were used to organize the data for Question 1.1.

Table 4.24 Administrator Responses to Question 1.1 What are some activities in which you engage that you find are beneficial to you in your role as an administrator?

Response Category	Respondents (n=15) N (%)	Responses (n=46) N (%)
Community/Church Involvement	5 (33)	10 (22)**
-----*		
Informal Discussions With Colleagues	4 (27)	4 (9)
Physical/Leisure/Social Activities	4 (27)	8 (17)**
Professional Organizations	4 (27)	9 (20)**
Inservices/Workshops/Seminars	3 (20)	4 (9)**
Reading Professional Materials	3 (20)	5 (11)**
After School Activities With Students	2 (13)	2 (4)
Formal Coursework	2 (13)	2 (4)
Daily Commuting	1 (7)	1 (2)
Previous Summer Jobs	1 (7)	1 (2)
Family Life/Parenthood	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 46 responses to Question 1.1 or an average of 3.07 responses per respondent.

Five (33%) of the respondents, accounting for 10 of the responses, were categorized within the Response Category of Community/Church Involvement. Examples included city government, Little League coaching, Boys Club, and Service Organizations. "Being involved in the community gives me wider exposure and understanding of the community" was a typical comment.

Question 1.2 Do you participate in any activities with your colleagues that you find beneficial to you in your role as an administrator?

Nine Response Categories emerged as a way to organize the data for this question. Table 4.25 shows respondents and responses according to the response categories that were used to organize the data for Question 1.2.

Table 4.25 Administrator Responses to Question 1.2 Do you participate in any activities with your colleagues that you find beneficial to you in your role as an administrator?

Response Category	Respondents (n=15) N (%)	Responses (n=47) N (%)
Informal Discussions With Colleagues	9 (60)	11 (23)**
Physical/Leisure/Social Activities	9 (60)	12 (26)**
Professional Organizations	6 (40)	13 (27)**
-----*		
Community/Church Involvement	3 (20)	4 (9)
After School Activities With Students	2 (13)	2 (4)
Inservices/Workshops/ Seminars	2 (13)	4 (9)**
Formal Coursework	1 (7)	1 (2)
Family Life/Parenthood	0 (0)	0 (0)
Visitations	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 47 responses to Question 1.2 or an average of 3.13 responses per respondent.

Nine (60%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Informal Discussions With Colleagues. Examples included

talking to teachers and staff and talking to other administrators. "Interacting with my peers helps me to keep current and gives me a chance to exchange ideas" was a typical comment.

Nine (60%) of the respondents, accounting for 12 of the responses, were categorized within the Response Category of Physical/Leisure/Social Activities. Examples included travel, camping, staff canoe trip and coaching. "Physical activities are a good way to relieve stress" was a typical comment.

Six (40%) of the respondents, accounting for 13 of the responses, were categorized within the Response Category of Professional Organizations. Examples included Indiana Secondary School Administrators' Association, Indiana Association for Elementary Principals, Association for Supervision and Curriculum Development and North Central Evaluation Team. "Participation in professional organizations gives me an opportunity to develop and improve my administrative skills" was a typical comment.

Question 1.3 In terms of getting ideas and insights on your work, which of these activities is the most useful? Eleven Response Categories emerged as a way to organize the data for this question. Table 4.26 shows respondents and responses according to the response categories that were used to organize the data for Question 1.3.

Table 4.26 Administrator Responses to Question 1.3 In terms of getting ideas and insights on your work, which of these activities is the most useful?

Response Category	Respondents (n=15) N (%)	Responses (n=19) N (%)
Informal Discussions With Colleagues	10 (67)	10 (53)
Professional Organizations	5 (33)	5 (26)
-----*		
Inservices/Workshops/Seminars	3 (20)	3 (16)
Reading Professional Materials	2 (13)	2 (11)
Community/Church Involvement	1 (7)	1 (5)
Physical/Leisure/Social Activities	1 (7)	1 (5)
After School Activities With Students	0 (0)	0 (0)
Family Life/Parenthood	0 (0)	0 (0)
Formal Coursework	0 (0)	0 (0)
Previous Summer Jobs	0 (0)	0 (0)
Visitations	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

There were a total of 19 responses to Question 1.3 or an average of 1.27 responses per respondent.

Ten (67%) of the respondents, accounting for 10 of the responses, were categorized within the Response Category of

Informal Discussions With Colleagues. "I learn from others' experience," "Get new ideas," and "Share experiences" were typical comments.

Five (33%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of Professional Organizations. "Get practical ideas and an opportunity to share common problems" was a typical response.

Question 1.4 If you were given ten free hours a week to be used for your own continued professional development, how do you think you might use it?

Nine Response Categories emerged as a way to organize the data for this question. Table 4.27 shows respondents and responses according to the response categories that were used to organize the data for Question 1.4.

Table 4.27 Administrator Responses to Question 1.4 If you were given ten free hours a week to be used for your own continued professional development, how do you think you might use it?

Response Category	Respondents (n=15) N (%)		Responses (n=32) N (%)	
Reading Professional Materials	7	(47)	7	(22)
Time For Self	6	(40)	6	(19)
Formal Coursework	5	(33)	5	(16)
Informal Discussions With Colleagues	5	(33)	5	(16)
-----*				
Curriculum Development	3	(20)	3	(9)
Professional Organizations	3	(20)	3	(9)
Visitations	3	(20)	3	(9)
Community/Church Involvement	0	(0)	0	(0)
Inservices/Workshops/Seminars	0	(0)	0	(0)

* Response Categories above this line are defined as Key Response Categories

There were a total of 32 responses to Question 1.4 or an average of 2.13 responses per respondent.

Seven (47%) of the respondents, accounting for 7 of the responses, were categorized within the Response Category of Reading Professional Materials. "Getting caught up on my professional reading" was a typical comment.

Six (40%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of Time For Self. "I'd use the time for in-depth long range planning," and "Time to plan" were typical comments.

Five (33%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of Formal Coursework. "Take courses in curriculum to update my skills," and "Work toward an Educational Specialist or a Doctoral degree" were typical comments.

Five (33%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of Informal Discussions With Colleagues. "Spend more time talking with my staff," and "Establish rap sessions with teachers" were typical comments.

Question 1.5 Looking back over your career as an administrator, where has been the best source of new ideas?

Seven Response Categories emerged as a way to organize the data for this question. Table 4.28 shows respondents and responses according to the response categories that were used to organize the data for Question 1.5.

Table 4.28 Administrator Responses to Question 1.5

Looking back over your career as an administrator, where has been the best source of new ideas?

Response Category	Respondents (n=15) N (%)	Responses (n=30) N (%)
Informal Discussions With Colleagues	12 (80)	14 (47)**
Professional Organizations	6 (40)	6 (20)
-----*		
Reading Professional Materials	3 (20)	3 (10)
Experimentation	2 (13)	2 (7)
Inservices/Workshops/Seminars	2 (13)	3 (10)**
Formal Coursework	1 (7)	1 (3)
Visitations	1 (7)	1 (3)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses to this category

There were a total of 30 responses to Question 1.5 or an average of 2.00 responses per respondent.

Twelve (80%) of the respondents, accounting for 14 of the responses, were categorized within the Response Category of Informal Discussions With Colleagues. "Informal sharing with others in the profession," "Working on committees," and "Talking to staff members" were typical comments.

Six (40%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of

Professional Organizations. Examples included state and national Elementary Principal's Associations, North Central Evaluation Team, and Indiana Council of Administrators of Special Education.

Question 1.6 What do you think is your greatest skill as an administrator?

Four Response Categories emerged as a way to organize the data for this question. Table 4.29 shows respondents and responses according to the response categories that were used to organize the data for Question 1.6.

Table 4.29 Administrator Responses to Question 1.6 What do you think is your greatest skill as an administrator?

Response Category	Respondents (n=15) N (%)	Responses (n=17) N (%)
Communicating/Relating	12 (80)	12 (71)
-----*		
Organizational Skills	4 (27)	4 (24)
Curriculum Development	1 (7)	1 (6)
Caring About Kids/People	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

There were a total of 17 responses to Question 1.6 or an average of 1.13 responses per respondent.

Twelve (80%) of the respondents, accounting for 12 of the responses, were categorized within the Response Category

of Communicating/Relating. "Dealing with people," "Working with students," "Listening," and "Ability to get along with people" were typical comments.

Question 1.7 Where do you get help in developing and maintaining this skill?

Six Response Categories emerged as a way to organize the data for this question. Table 4.30 shows respondents and responses according to the response categories that were used to organize the data for Question 1.7.

Table 4.30 Administrator Responses to Question 1.7 Where do you get help in developing and maintaining this skill?

Response Category	Respondents (n=15)		Responses (n=32)	
	N	(%)	N	(%)
Innate/Personality	6	(40)	6	(35)
Experience	5	(33)	5	(29)
-----*				
Informal Discussions With Colleagues	4	(27)	4	(24)
Reading	1	(7)	1	(6)
Student Feedback	1	(7)	1	(6)
Formal Coursework	0	(0)	0	(0)

* Response Categories above this line are defined as Key Response Categories

There were a total of 17 responses to Question 1.7 or an average of 1.13 responses per respondent.

Six (40%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of Innate/Personality. "It's something from within me," and "Part of me, my personality" were typical comments.

Five (33%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of Experience. "Developed over the years through experience," and "From being in public education" were typical comments.

Question 1.8 Where do you get help in analyzing specific problems which you encounter as an administrator?

Six Response Categories emerged as a way to organize the data for this question. Table 4.31 shows respondents and responses according to the response categories that were used to organize the data for Question 1.8.

Table 4.31 Administrator Responses to Question 1.8 Where do you get help in analyzing specific problems which you encounter as an administrator?

Response Category	Respondents (n=15) N (%)	Responses (n=19) N (%)
Informal Discussions With Colleagues	13 (87)	13 (68)
Reading Professional Materials	5 (33)	5 (26)
-----*		
Inservices/Workshops/Seminars	1 (7)	1 (5)
Community/Church Involvement	0 (0)	0 (0)
Formal Coursework	0 (0)	0 (0)
Self	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

There were a total of 19 responses to Question 1.8 or an average of 1.27 responses per respondent.

Thirteen (87%) of the respondents, accounting for 13 of the responses, were categorized within the Response Category of Informal Discussions With Colleagues.

Five (33%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of Reading Professional Materials.

Question 1.9 If you wanted help in your own private assessment of your work, who would you most likely turn to and why?

Seven Response Categories emerged as a way to organize the data for this question. Table 4.32 shows respondents and responses according to the response categories that were used to organize the data for Question 1.9.

Table 4.32 Administrator Responses to Question 1.9 If you wanted help in your own private assessment of your work, who would you most likely turn to and why?

Response Category	Respondents (n=15)	Responses (n=19)
	N (%)	N (%)
Colleagues	10 (67)	10 (43)
Supervisor	5 (33)	5 (22)
-----*		
Parents of Students	2 (13)	2 (9)
Students	2 (13)	2 (9)
University Professors	2 (13)	2 (9)
Family	1 (7)	1 (4)
Self	1 (7)	1 (4)

* Response Categories above this line are defined as Key Response Categories

There were a total of 23 responses to Question 1.9 or an average of 1.53 responses per respondent.

Ten (67%) of the respondents, accounting for 10 of the responses, were categorized within the Response Category of Colleagues. Examples included teachers and staff. "They

know what I should be doing," and "They would be honest with me" were typical comments.

Five (33%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of Supervisor. Examples included superintendent, assistant superintendent, and director of special education. "He knows my job responsibilities and can give me feedback," and "She has expertise in special education and I respect her opinion" were typical comments.

Inquiry Area II

Conceptualizations that educational professionals have regarding continued professional development for teachers.

Question 2.1 In your own words, how would you define continued professional development for teachers? How would you describe it?

Four Response Categories emerged as a way to organize the data for this question. Table 4.33 shows respondents and responses according to the response categories that were used to organize the data for Question 2.1.

Table 4.33 Administrator Responses to Question 2.1 In your own words, how would you define continued professional development for teachers? How would you describe it?

Response Category	Respondents (n=15) N (%)	Responses (n=22) N (%)
Keep Up-To-Date	8 (53)	8 (36)
Grow Professionally/ Personallly	6 (40)	6 (27)
Improve Instruction To Students	5 (33)	5 (23)
-----*		
On-Going Training	3 (20)	3 (14)

* Response Categories above this line are defined as Key Response Categories

There were a total of 22 responses to Question 2.1 or an average of 1.47 responses per respondent.

Eight (53%) of the respondents, accounting for 8 of the responses, were categorized within the Response Category of Keep Up-To-Date. "Keeping abreast of trends in their area," and "Keep up to date and refine older techniques" were typical comments.

Six (40%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of Grow Professionally/Personally. "Helps them to meet their professional goals." "A way to grow in their present job." "Helps teachers to grow better professionally - to do a better job as a teacher" were typical comments.

Five (33%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of Improve Instruction to Students. "Keeps them abreast to better deal with students." "Expands ways and methods to work more effectively with students," and "Keeping better informed about ways to motivate students" were typical comments.

Question 2.2 Has your definition of continued professional development for teachers changed in the last ten years? If so, in what ways?

Three Response Categories emerged as a way to organize the data for this question. Table 4.34 shows respondents and responses according to the response categories that were used to organize the data for Question 2.2.

Table 4.34 Administrator Responses to Question 2.2 Has your definition of continued professional development for teachers changed in the last ten years? If so, in what ways?

Response Category	Respondents	Responses
	(n=15) N (%)	(n=15) N (%)
No	9 (60)	9 (60)
-----*		
Yes, With Experience More Aware of Need	4 (27)	4 (27)
Yes, Used To Think It Meant Classes	2 (13)	2 (13)

* Response Categories above this line are defined as Key Response Categories

There were a total of 15 responses to Question 2.2 or an average of 1.00 response per respondent.

Nine (60%) of the respondents, accounting for 9 of the responses, were categorized within the Response Category of No.

Question 2.3 How do you think teachers define continued professional development for teachers?

Seven Response Categories emerged as a way to organize the data for this question. Table 4.35 shows respondents and responses according to the response categories that were used to organize the data for Question 2.3.

Table 4.35 Administrator Responses to Question 2.3 How do you think teachers define continued professional development for teachers?

Response Category	Respondents (n=15)	Responses (n=27)
	N (%)	N (%)
Formal Coursework	9 (60)	11 (41)**
Improve Skills	6 (40)	6 (22)
-----*		
Inservices/Workshops/Seminars	2 (13)	7 (26)**
Nuisance/Waste of Time	2 (13)	2 (7)
Reading Professional Materials	1 (7)	1 (4)
Obligation	0 (0)	0 (0)
Professional Organizations	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses to this category

There were a total of 27 responses or an average of 1.80 responses per respondent.

Nine (60%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Formal Coursework. Examples included Master's degree and college classes.

Six (40%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of "Anything that helps them to improve their skills and helps

them to do a better job in the classroom" was a typical comment.

Inquiry Area III

Value that educational professionals have regarding continued professional development for teachers.

Question 3.1 In what ways do you think continued professional development is valuable to teachers?

Two Response Categories emerged as a way to organize the data for this question. Table 4.36 shows respondents and responses according to the response categories that were used to organize the data for Question 3.1.

Table 4.36 Administrator Responses to Question 3.1 In what ways do you think continued professional development is valuable to teachers?

Response Category	Respondents (n=15)	Responses (n=19)
	N (%)	N (%)
Helps Teachers Grow Professionally	13 (87)	13 (68)
Minimizes Teacher Burnout	5 (33)	6 (32)*

* Some respondents gave multiple responses to this category

There were a total of 19 responses to Question 3.1 or an average of 1.37 responses per respondent.

Thirteen (87%) of the respondents, accounting for 13 of the responses, were categorized within the Response

Category of Helps Teachers Grow Professionally. "They get a greater appreciation of teaching," "Makes them better teachers," "Helps them to improve skills," and "Prepares them to deal with students more effectively" were typical comments.

Five (33%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of Minimizes Teacher Burnout. "Keeps them aware and alive, open to new possibilities," and "Provides them with a way to get out of a rut" were typical comments.

Question 3.2 Has this changed in the last ten years? If so, how has it changed?

Three Response Categories emerged as a way to organize data for this question. Table 4.37 shows respondents and responses according to the response categories that were used to organize the data for Question 3.2.

Table 4.37 Administrator Responses to Question 3.2 Has this changed in the last ten years? If so, how has it changed?

Response Category	Respondents (n=15) N (%)	Responses (n=15) n (%)
Yes, With Experience, More Valuable	6 (40)	6 (40)
No	5 (33)	5 (33)
-----*		
Depends	4 (27)	4 (27)

* Response Categories above this line are defined as Key Response Categories

There were a total of 15 responses to Question 3.2 or an average of 1.00 response per respondent.

Six (40%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of Yes, With Experience, More Valuable. "Values in society have changed." "Teachers are more conscious and desirous of improving skills," "Atmosphere has changed, teachers are more open," and "If teachers don't keep updated, students will suffer" were typical comments.

Five (33%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of No.

Question 3.3 What value do you think teachers place on continued professional development?

Four Response Categories emerged as a way to organize the data for this question. Table 4.38 shows respondents and responses according to the response categories that were used to organize the data for Question 3.3.

Table 4.38 Administrator Responses to Question 3.3 What value do you think teachers place on continued professional development?

Response Category	Respondents (n=15) N (%)	Responses (n=16) N (%)
Depends On Individual	6 (40)	6 (38)
-----*		
High	6 (23)	5 (31)
Little	3 (20)	3 (19)
Average	2 (13)	2 (13)

* Response Categories above this line are defined as Key Response Categories

There were a total of 16 responses to Question 3.3. or an average of 1.00 responses per respondent.

Six (40%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of Depends on Individual.

Inquiry Area IV

Participation of educational professionals in continued professional development for teachers.

Question 4.1 Do you actively participate in planning continued professional development activities? In what ways?

Six Response Categories emerged as a way to organize the data for this question. Table 4.39 shows respondents and responses according to the response categories that were used to organize the data for Question 4.1.

Table 4.39 Administrator Responses to Question 4.1. Do you actively participate in planning continued professional development activities? In what ways?

Response Category	Respondents (n=15)		Responses (n=28)	
	N	(%)	N	(%)
Plan	10	(67)	10	(36)
Organize/Coordinate	8	(53)	8	(29)
Conduct/Present	7	(47)	7	(25)
-----*				
Participate	2	(13)	2	(7)
No Involvement	1	(7)	1	(4)
Attend/Observe	0	(0)	0	(0)

* Response Categories above this line are defined as Key Response Categories

There were a total of 28 responses to Question 4.1 or an average of 1.87 responses per respondent.

Ten (67%) of the respondents, accounting for 10 of the responses, were categorized within the Response Category of Plan. Examples included membership on the inservice committee, North Central Evaluation Team and building activities.

Eight (53%) of the respondents, accounting for 8 of the responses, were categorized within the Response Category of Organize/Coordinate. Examples included finding funds for workshops, securing speakers and making arrangements for the activity, and sending out information prior to the activity.

Seven (47%) of the respondents, accounting for 7 of the responses, were categorized within the Response Category of Conduct/Present. Examples included speaking and facilitating.

Question 4.2 How many continued professional development opportunities do teachers take advantage of during a typical year?

Six Response Categories emerged as a way to organize the data for this question. Table 4.40 shows respondents and responses according to the response categories that were used to organize the data for Question 4.2.

Table 4.40 Administrator Responses to Question 4.2. How many continued professional development opportunities do teachers take advantage of during a typical year?

Response Category	Respondents (n=15) N (%)		Responses (n=15) N (%)	
1-4	15	(100)	15	(100)
-----*				
All That Are Offered	0	(0)	0	(0)
5-10	0	(0)	0	(0)
11-15	0	(0)	0	(0)
15+	0	(0)	0	(0)
None	0	(0)	0	(0)

* Response Categories above this line are defined as Key Response Categories

There were a total of 15 responses to Question 4.2 or an average of 1.00 response per respondent.

Fifteen (100%) of the respondents, accounting for 15 of the responses, were categorized within the Response Category of 1-4.

Question 4.3 Please describe the continued professional development opportunities teachers take advantage of during a typical year.

Nine Response Categories emerged as a way to organize the data for this question. Table 4.41 shows respondents and responses according to the response categories that were used to organize the data for Question 4.3.

Table 4.41 Administrator Responses to Question 4.3

Please describe the continued professional development opportunities teachers take advantage of during a typical year.

Response Category	Respondents (n=15) N (%)	Responses (n=29) N (%)
Mandated Inservice Days	11 (73)	1 (38)
Inservices/Workshops/Seminars	7 (47)	8 (28)**
-----*		
Professional Organizations	4 (27)	4 (14)
Formal Coursework	3 (20)	3 (10)
Reading Professional Materials	1 (7)	1 (3)
Staff Meetings	1 (7)	1 (3)
Supervise Student Teachers	1 (7)	1 (3)
Community/Church Involvement	0 (0)	0 (0)
Visitations	0 (0)	0 (0)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 29 responses to Question 4.3 or an average of 1.93 responses per respondent.

Eleven (73%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Mandated Inservice Days. "Only those that are mandatory" was a typical comment.

Seven (47%) of the respondents, accounting for 8 of the responses, were categorized within the Response Category of Inservices/Workshops/Seminars. Examples included building and local workshops, planning committees and seminars sponsored by the university.

Question 4.4 Do teachers participate in continued professional development activities other than those offered? What are they?

Nine Response Categories emerged as a way to organize the data for this question. Table 4.42 shows respondents and responses according to the response categories that were used to organize the data for Question 4.4.

Table 4.42 Administrator Responses to Question 4.4 Do teachers participate in continued professional development activities other than those offered? What are they?

Response Category	Respondents (n=15) N (%)		Responses (n=25) N (%)	
Yes, Professional Organizations	8	(53)	9	(23)**
Yes, Formal Coursework	6	(40)	6	(15)
-----*				
Yes, Out Of District In-services/Workshops/Seminars	4	(27)	4	(10)
Yes, Visitations	2	(13)	2	(5)
Yes, Community/Church Involvement	1	(7)	1	(3)
Yes, Informal Discussions Colleagues	1	(7)	1	(3)
Yes, Summer/Short-term Workshops	1	(7)	1	(3)
No	1	(7)	1	(3)
Yes, Reading Professional Materials	0	(0)	0	(0)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses to this category

There were a total of 25 responses to Question 4.4 or an average of 1.67 responses per respondent.

Eight (53%) of the respondents, accounting for 9 of the responses, were categorized within the Response Category of Yes, Professional Organizations. Examples included state level meetings, conferences and out-of-state conventions.

Six (40%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of Yes Formal Coursework. Examples included Master's degree and college classes.

Question 4.5 Are there other types of continued professional development activities in which teachers would like to participate? What are they?

Nine Response Categories emerged as a way to organize the data for this question. Table 4.43 shows respondents and responses according to the response categories that were used to organize the data for Question 4.5.

Table 4.43 Administrator Responses to Question 4.5 Are there other types of continued professional development activities in which teachers would like to participate? What are they?

Response Category	Respondents (n=15) N (%)		Responses (n=25) N (%)	
Yes, Summer/Short-Term Workshops	6	(40)	7	(28)**
Yes, Visitations	6	(40)	6	(24)**
-----*				
Yes, Professional Organizations	4	(27)	5	(20)**
Yes, Out of District Inservices/Workshops/Seminars	3	(20)	3	(12)
No	2	(13)	2	(8)
Yes, Community/Church Involvement	1	(7)	1	(14)
Yes, Informal Discussions With Colleagues	1	(7)	1	(4)
Yes, Curriculum Development	0	(0)	0	(0)
Yes, Formal Coursework	0	(0)	0	(0)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 25 responses to Question 4.5 or an average of 1.67 responses per respondent.

Six (40%) of the respondents, accounting for 7 of the responses, were categorized within the Response Category of Yes, Summer/Short-Term Workshops.

Six (40%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of Yes, Visitations. Examples included visitations to other school corporations and visitations to community agencies.

Question 4.6 What are teachers' reasons for not participating in continued professional development activities?

Nine Response Categories emerged as a way to organize the data for this question. Table 4.44 shows respondents and responses according to the response categories that were used to organize the data for Question 4.6.

Table 4.44 Administrator Responses to Question 4.6 What are teachers' reasons for not participating in continued professional development?

Response Category	Respondents (n=15) N (%)		Responses (n=46) N (%)	
Irrelevant/Worthless	11	(73)	16	(35)**
Lack Of Time	11	(73)	11	(24)
Family/Personal Responsibilities	8	(53)	9	(20)**
Lack Of Financial Support	6	(40)	6	(13)
-----*				
Lack Of Released Time	3	(20)	3	(7)
Not Given Opportunity	1	(7)	1	(2)
No Reasons	1	(7)	1	(2)
Don't Like To Leave Class-room	0	(0)	0	(0)
Inconvenient Location/ Distance	0	(0)	0	(0)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 46 responses to Question 4.6 or an average of 3.07 responses per respondent.

Eleven (73%) of the respondents, accounting for 16 of the responses, were categorized within the Response Category of Irrelevant/Worthless. "They've had a previous bad experience with an irrelevant workshop," and "They don't feel that the activity was related to their area of teaching and thus see it as a waste of time" were typical comments.

Eleven (73%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Lack of Time.

Eight (53%) of the respondents, accounting for 9 of the responses, were categorized within the Response Category of Family/Personal Responsibilities.

Six (40%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of Lack of Financial Support.

Inquiry Area V

Recommended changes of educational professionals regarding continued professional development for teachers.

Question 5.1 Why do you think that school corporations offer continued professional development?

Four Response Categories emerged as a way to organize the data for this question. Table 4.45 shows respondents and responses according to the response categories that were used to organize the data for Question 5.1.

Table 4.45 Administrator Responses to Question 5.1 Why do you think that school corporations offer continued professional development?

Response Category	Respondents (n=15)	Responses (n=20)
	N (%)	N (%)
Improves Instructional Process	11 (73)	11 (55)
-----*		
Public Pressure	4 (27)	4 (20)
Required By State/ Negotiated Item	3 (20)	3 (15)
Helps Prevent Teacher Burnout	2 (13)	2 (10)

* Response Categories above this line are defined as Key Response Categories

There were a total of 20 responses to Question 5.1 or an average of 1.33 responses per respondent.

Eleven (73%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Improves Instructional Process. "Keeps staff current on trends in society." "To improve teaching," and "As a benefit to students" were typical comments.

Question 5.2 What changes do you think teachers would recommend to improve continued professional development for teachers?

Twelve Response Categories emerged as a way to organize the data for this question. Table 4.46 shows

respondents and responses according to the response categories that were used to organize the data for Question 5.2.

Table 4.46 Administrator Responses to Question 5.2 What changes do you think teachers would recommend to improve continued professional development for teachers?

Response Category	Respondents (n=15) N (%)		Responses (n=40) N (%)	
Released Time	10	(67)	10	(25)
Financial Support	9	(60)	10	(25)**
State-Designated Days	5	(33)	5	(13)
-----*				
Relevant/Personalized	4	(27)	5	(13)**
Input From Teachers	3	(20)	4	(10)**
Awareness of Continued Professional Development Activities	2	(13)	2	(5)
Follow-Up	2	(13)	2	(5)
Specific Teacher Substitute	1	(7)	1	(3)
Visitations	1	(7)	1	(3)
Better Organization	0	(0)	0	(0)
Informal Discussions With Colleagues	0	(0)	0	(0)
Input From Outsiders	0	(0)	0	(0)
No Changes	0	(0)	0	(0)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 40 responses to Question 5.2 or an average of 2.67 responses per respondent.

Ten (67%) of the respondents, accounting for 10 of the responses, were categorized within the Response Category of Released Time.

Nine (60%) of the respondents, accounting for 10 of the responses, were categorized within the Response Category of Financial Support.

Five (33%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of State-Designated Days. "Days designated by the State, but activities held locally would be more beneficial" was a typical comment.

Question 5.3 What changes would you recommend to improve continued professional development for teachers?

Twelve Response Categories emerged as a way to organize the data for this question. Table 4.47 shows respondents and responses according to the response categories that were used to organize the data for Question 5.3.

Table 4.47 Administrator Responses to Question 5.3 What changes would you recommend to improve continued professional development for teachers?

Response Category	Respondents (n=15) N (%)		Responses (n=40) N (%)	
Released Time	10	(67)	10	(25)
Financial Support	9	(60)	11	(28)**
Relevant/Personalized	6	(40)	6	(15)
Input From Teachers	5	(33)	5	(13)
-----*				
Awareness of Continued Professional Development Opportunities	2	(13)	2	(5)
Better Organization	2	(13)	2	(5)
Follow-Up	2	(13)	2	(5)
State-Designated Days	2	(13)	2	(5)
Informal Discussions With Colleagues	1	(7)	1	(3)
Visitations	1	(7)	1	(3)
Input From Outsiders	0	(0)	0	(0)
No Changes	0	(0)	0	(0)
Specific Teacher Substitute	0	(0)	0	(0)

* Response Categories above this line are defined as Key Response Categories

** Some respondents gave multiple responses in this category

There were a total of 40 responses to Question 5.3 or an average of 2.67 responses per respondent.

Six (40%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of Released Time.

Nine (60%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Financial Support. "The school corporation should contribute to expenses so teachers would participate," and "It would be helpful if the school corporation would provide financial incentives to get teachers involved" were typical comments.

Six (40%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of Relevant/Personalized. "Activities should be screened to insure relevancy," and "Make sure the presentor is well-prepared and the topic is relevant" were typical comments.

Five (33%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of Input From Teachers. "Let teachers help plan programs," and "Teachers want to be involved in planning" were typical comments.

Inquiry Area VI

Additional comments of educational professionals about continued professional development for teachers.

Question 6 Do you have any other comments about continued professional development for teachers?

There were no categories established for this question. There were 8 responses to Question 6. These responses were given by 8 (53%) of the respondents or an average of .53 responses per respondent. "It's very important and a good resource for teachers if it's relevant," "The most ineffective professional development activities are those not planned locally and without teacher input," "If we are professionals, it is important to have opportunities to improve," "Professional development for teachers has to be on-going, they are role models for their students," and "Professional development activities should be more relevant to teachers and to what they're doing" were typical comments.

Discussion of Administrator Findings

There were 15 administrator respondents, 13 male and 2 female. The ages of the respondents ranged from 32 to 66 years of age. One held a Doctoral degree, 2 held Specialist degrees and 12 held Master's degrees. The number of years which they've been in administration ranged from 1 to 23 years. Fourteen of the respondents have had prior experience as teachers.

There were 25 questions on the Administrator's Interview Schedule. Each respondent responded to all questions. The responses to each question were organized into Response Categories.

In response to Question 4.2, How many continued professional development opportunities do teachers take advantage of during a typical year?, 15 (100%) of the respondents, accounting for 15 of the responses, were categorized within the Response Category of 1-4.

In Question 1.2, 9 (60%) of the respondents were categorized within the Response Category of Informal Discussion With Colleagues. Also, in Question 1.2, 9 (60%) of the respondents were categorized within the Response Category of Physical/Leisure/Social Activities. In Question 1.3, 10 (67%) of the respondents were categorized within the Response Category of Informal Discussions With Colleagues. In Question 1.5, 12 (80%) of the respondents, were categorized within the Response Category of Informal Discussions With Colleagues. In Question 1.6, 12 (80%) of the respondents were categorized within the Response Category of Communicating/Relating. In Question 1.8, 13 (87%) of the respondents were categorized within the Response Category of Informal Discussions With Colleagues. In Question 1.9, 10 (67%) of the respondents were categorized within the Response Category of Colleagues. In Question 2.1, 8 (53%) of the respondents were categorized within the Response Category of Keep Up-To-Date. In Question 2.2, 9 (60%) of the respondents were categorized within the Response Category of No. In Question 2.3, 9 (60%) of the respondents were categorized within the Response Category of Formal Coursework.

In Question 3.1, 13 (87%) of the respondents were categorized within the Response Category of Helps Teachers Grow Professionally. In Question 4.1, 8 (53%) of the respondents were categorized within the Response Category of Organize/Coordinate. Also in Question 4.1, 10 (67%) of the respondents were categorized within the Response Category of Plan. In Question 4.3, 11 (73%) of the respondents were categorized within the Response Category of Mandated Inservice Days. In Question 4.4, 8 (53%) of the respondents were categorized within the Response Category of Yes, Professional Organizations. In Question 4.6, 8 (53%) of the respondents were categorized within the Response Category of Family/Personal Responsibilities. Also in Question 4.6, 11 (73%) of the respondents were categorized within the Response Category of Irrelevant/Worthless. Also in Question 4.6, 11 (73%) of the respondents were categorized within the Response Category of Lack of Time. In Question 5.1, 11 (73%) of the respondents were categorized within the Response Category of Improve Instructional Process. In Question 5.2, 9 (60%) of the respondents were categorized within the Response Category of Financial Support. Also in Question 5.2, 10 (67%) of the respondents were categorized within the Response Category of Released Time.

Eleven questions included Response Categories in which the number of responses was higher than the number of respondents. In other words, some respondents gave multiple responses in those Response Categories. This occurred in

Question 1.1 which was a probing question which allowed the respondents to be more general in their responses. In Question 1.1, 5 (33%) of the respondents, accounting for 10 of the responses, were categorized within the Response Category of Community/Church Involvement. Three (20%) of the respondents, accounting for 4 of the responses, were categorized within the Response Category of Inservices/Workshops/Seminars. Four (27%) of the respondents, accounting for 8 of the responses, were categorized within the Response Category of Physical/Leisure/Social Activities. Four (27%) of the respondents, accounting for 9 of the responses, were categorized within the Response Category of Professional Organizations. Three (20%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of Reading Professional Materials.

Multiple responses occurred in questions which asked for specific responses, as in Question 1.2 and Question 1.5.

In Question 1.2, 3 (20%) of the respondents, accounting for 4 of the responses, were categorized within the Response Category of Community/Church Involvement. Nine (60%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Informal Discussions With Colleagues. Two (13%) of the respondents, accounting for 4 of the responses, were categorized within the Response Category of Inservices/Workshops/Seminars. Nine (60%) of the respondents, accounting for 12 of the responses, were categorized within

the Response Category of Physical/Leisure/Social Activities. Six (40%) of the respondents, accounting for 13 of the responses, were categorized within the Response Category of Professional Organizations.

In Question 1.5, 12 (80%) of the respondents, accounting for 14 of the responses, were categorized within the Response Category of Informal Discussions With Colleagues. Two (13%) of the respondents, accounting for 3 of the responses, were categorized within the Response Category of Inservices/Workshops/Seminars.

Multiple responses also occurred in questions which asked the respondents to project what they thought teachers' responses would be, as in Question 2.3 and Question 3.1.

In Question 2.3, 9 (60%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Formal Coursework. Two (13%) of the respondents, accounting for 7 of the responses, were categorized within the Response Category of Inservices/Workshops/Seminars.

In Question 3.1, 5 (33%) of the respondents, accounting for 6 of the responses, were categorized within the Response Category of Minimizes Teacher Burnout. Multiple responses also occurred in questions which asked the respondents to give specific reasons and to make specific recommendations, as in Question 4.6, Question 5.2 and Question 5.3. In Question 4.6, 8 (53%) of the respondents, accounting for 9 of the responses, were categorized within the Response Category of Family/Personal

Responsibilities. Eleven (73%) of the respondents, accounting for 16 of the responses, were categorized within the Response Category of Irrelevant/Worthless.

In Question 5.2, 9 (60%) of the respondents, accounting for 10 of the responses, were categorized within the Response Category of Financial Support. Three (20%) of the respondents, accounting for 4 of the responses, were categorized within the Response Category of Input From Teachers. Four (27%) of the respondents, accounting for 5 of the responses, were categorized within the Response Category of Relevant/Personalized.

In question 5.3, 9 (60%) of the respondents, accounting for 11 of the responses, were categorized within the Response Category of Financial Support.

Chapter IV has included a presentation of the data collected in the study and an analysis of the data. Each Inquiry Area was examined, along with the related interview questions, statistical data, a description of the responses and selected examples and/or quotes from the respondents.

Chapter V presents a discussion of the findings, conclusions and implications drawn from the findings and recommendations for areas of further study.

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to determine if there are differences in the way special education teachers perceive continued professional development for teachers and the way administrators perceive continued professional development for teachers. The study focused on the following Inquiry Areas:

Inquiry Area I - Personal reflections of educational professionals regarding their own continued professional development.

Inquiry Area II - Conceptualizations that educational professionals have about continued professional development for teachers.

Inquiry Area III - Value that educational professionals place on continued professional development for teachers.

Inquiry Area IV - Participation of educational professionals in continued professional development for teachers.

Inquiry Area V - Recommended changes of educational professionals to improve continued professional development for teachers.

Inquiry Area VI - Additional comments of educational professionals about continued professional development for teachers.

Chapter I consisted of an introduction to the study, background information, a statement of the problem, the purpose of the study, and the importance of the study. Chapter II included a review of the research and literature related to the continued professional development for teachers and an examination of the literature about adult learning as it relates to the continued professional development for teachers. Chapter III described the methodology used to collect the data for the study: population and sample, instrumentation and data analysis technique. Chapter IV presented an analysis of the data: inquiry areas, related interview questions, quantitative data, description of the responses and selected examples and/or quotes from the respondents. This chapter presents a discussion of the findings, the conclusions drawn from the findings and recommendations for areas of further study.

Summary of Findings

The summary of findings is organized into four different areas of focus. Each area is discussed separately.

Discussion of Areas Where Teachers Show Strong
Agreement on Teachers' Continued Professional
Development Concepts

The activities that teachers engage in that they find beneficial in their role as teachers are more varied in nature than the activities that administrators find beneficial in their role as administrators. When asked to name specific activities which they found to be beneficial to them as teachers, some teachers mentioned involvement in community and church activities such as coaching Little League, volunteering at the Mental Health Center and teaching Sunday School. Other teachers mentioned participation in local, state and national conferences and conventions sponsored by professional organizations of which they are members. Many teachers identified social, leisure and physical activities such as walking, aerobic dancing, weightlifting and camping as ways to relieve stress which in turn, helps them to be more effective teachers. Reading professional journals and periodicals was named by some teachers as a way to help them to keep up on the latest trends in their particular areas of teaching. A great number of teachers considered informal interactions with their colleagues beneficial to them in their role as teachers. These informal interactions included talking and sharing ideas and experiences with other teachers at lunch, at staff meetings and at social events such as parties, canoe trips and camping.

Some teachers also indicated that inservice programs, workshops and seminars helped them to perform their jobs better. These included building-based meetings, corporation-wide workshops, special education planning unit workshops, state and national meetings and conventions.

Teachers agree that their definition of continued professional development has changed. These changes have been stimulated through the gaining of experience in teaching. For many teachers, experience in teaching has provided them an opportunity to participate in continued professional development activities. One teacher mentioned that when she began her teaching career, continued professional development meant going back to school to complete a Master's degree, but the more she worked with students, the more she realized the need to keep up with the latest trends in her particular area of teaching. One teacher said, "I used to resist continued professional development activities, but as I gained experience, it became more relevant and meaningful to me."

Discussion of Areas Where Both Teachers and
Administrators Show Strong Agreement on Teachers'
Continued Professional Development Concepts

Teachers and administrators agree that informal activities have been the most beneficial to them. Many teachers and administrators said things like "Sharing ideas with other teachers has been the most helpful" and "talking to other administrators to find out what they are doing has

been the best source of new ideas for me." They all mentioned that participation on committees and involvement in professional organizations were sources of new ideas. As stated by one teacher, "Participation in CEC (professional organization) and the curriculum committee has given me a chance to exchange information and to get new ideas."

Teachers and administrators agree that their greatest skill is the ability to communicate. Support of this finding comes from comments that were made regarding the ability to get along with students, parents and other professionals. A typical comment was "My ability to relate to people helps me to understand others' feelings." One teacher commented, "Being able to relate to my students helps me to understand them better and then I can individualize their instruction more effectively." Several of the administrators indicated that their ability to communicate effectively was the key to their success as administrators. One administrator said, "If I couldn't relate to people I wouldn't have this job." Another administrator commented, "Being able to communicate effectively with people has made it easier to gain community support for our programs."

Teachers and administrators agree that they would choose to participate in formalized activities. Support of this finding comes from comments that were made by teachers and administrators. Several teachers indicated that they would complete the requirements for a Master's

degree. One administrator said that he would like to pursue doctoral studies. "Take additional college classes for enjoyment and enrichment" was a comment made by several teachers and administrators. Both teachers and administrators mentioned that serving on textbook adoption committees or other curriculum committees was a valuable experience for them. One administrator said "I look forward to the Fall Principals' Workshop." Another administrator commented, "The inservice workshops that are held before school starts revitalizes me and gets me ready for a new school year." Several teachers mentioned workshops which are sponsored by the special education planning district as being beneficial to them.

It's interesting to note that this finding seems very contrary to the earlier finding regarding informal activities as beneficial. The earlier finding was drawn from a question that asked generally about things that help teachers. This evidently suggested a broader perspective to the respondents and hence the more informal responses. On the other hand the question that was used for this finding asked specifically about continued professional development. It seems that the respondents see continued professional development as a more formal set of activities than they see general improvement.

Participation and involvement in professional organizations is identified as a key continued professional development activity by teachers and administrators. This was identified by many teachers and administrators as a

means to keep current on the latest trends in their field, to develop new skills and to improve current skill levels. One administrator commented, "The state Elementary Principals' Association is the most beneficial professional activity in which I participate." Another administrator indicated that national conventions were helpful to him. One administrator said, "The National Middle School Principals' Association provides me with practical information and gives me an opportunity to share common problems." Several teachers indicated that their involvement in CEC was worthwhile and beneficial. One teacher said, "Attending a state convention gives me an opportunity to learn what others are doing." Another teacher commented, "State conventions allow me an opportunity to attend several workshops dealing with the latest developments in special education."

Teachers and Administrators are in agreement about how continued professional development for teachers is defined. The majority of both teachers and administrators described continued professional development for teachers as a means to keep teachers updated. "Continued professional development for teachers is a means to learn new ideas, to develop and improve my skills and to gain experience" was one teacher's comment. Operational definitions of continued professional development for teachers that were identified by both teachers and administrators included the idea that continued professional development was an on-going, continual process

which included university classes; it meant participating in workshops and talking to their colleagues and it meant visiting other schools and reading professional journals and periodicals.

Discussion of Areas Where Administrators Demonstrate
an Understanding of Teacher Continued Professional
Development Concepts

When asked what types of continued professional development activities teachers prefer, administrators indicated the same activities that teachers had mentioned. Responses from administrators included comments such as "Teachers would prefer to participate in short-term or summer workshops rather than after-school or one-day workshops" and "Teachers would like to visit other schools and community agencies."

When administrators were asked why teachers don't participate in continued professional development activities, they indicated the same reasons that teachers had given. Responses from administrators included comments such as "Teachers don't have time to participate because they are involved in too many outside activities" and "Teachers have too many family and personal responsibilities." It was suggested by some administrators that teachers cannot afford the costs involved in some continued professional activities. One administrator commented, "Released time and financial support for continued professional development activities would encourage greater teacher participation."

Administrators see the value of continued professional development for teachers and what teachers value in continued professional development. Responses from administrators included such comments as "It keeps teachers aware, alive and open to new possibilities," "It keeps them from becoming stagnant," "It provides them with a way to get out of a rut" and "It prevents teacher burnout." The majority of administrators indicated that teachers place a high value on continued professional development. One administrator commented, "Teachers think that continued professional development is valuable in helping them to keep current about what's happening in their particular area of teaching." Another administrator said "Teachers value continued professional development activities because it keeps them from becoming burned out."

Discussion of Areas Where Administrators Demonstrate
an Underestimation of Teacher Continued Professional
Development Concepts

When asked to describe the extent to which teachers are involved in planning continued professional development activities, administrators underestimate the level of teachers' involvement. The majority of administrators indicated that teachers are not involved in planning continued professional development. This is supported by comments made by administrators such as, "Maybe if teachers were involved in the planning, they would participate more"

and "It's like pulling teeth to get teachers to serve on an in-service committee." Some administrators commented "Teachers just don't want to be bothered" and "They don't have time to take part in a planning committee." The majority of teachers, however, indicated that they were involved in planning and presenting continued professional development activities. One teacher commented, "I serve on an inservice committee for the special education cooperative," "I belong to a building inservice committee" and "I've helped to put on workshops in my building."

When asked to describe the extent to which teachers participate in continued professional development activities, administrators underestimate the level of teachers' participation. Support of this finding comes from comments that were made by administrators. They considered the number of continued professional development activities in which teachers participate as low, whereas teachers responded with a greater number of activities. Responses from administrators included comments such as "Teachers participate in one to four continued professional development activities per year" and "A typical teacher participates in one mandated and one voluntary inservice per year." Teachers' responses, however, included comments such as "I attend all that are offered," "I go to the mandatory sessions, plus 5 or 6 others" and "I participate in 10 to 15 per year, including college classes."

When asked to describe the types of continued professional development activities that teachers are involved with, administrators describe more mandated activities than are described by teachers. Most administrators said that teachers are involved primarily in mandated continued professional development activities. Comments from administrators included "Only those that are mandated," "Occasionally you'll find a teacher who wants to go to a state convention," and "Mandatory staff meetings." Teachers, on the other hand, mentioned a variety of continued professional development activities. One teacher said, "I like to take advantage of workshops offered outside of my school corporation." Another teacher commented, "State conventions are good places to find out what is happening in special education." Other activities mentioned by teachers included staff meetings, seminars, lectures, college classes, building-level inservice programs, special education planning unit workshops and local and state conferences.

Conclusions

The following conclusions can be drawn from the analysis of the responses of teachers and administrators regarding the continued professional development for teachers.

Continued professional development for teachers must be varied in nature. Throughout the study, most teachers indicated that participation in a variety of continued professional development activities contribute to their individual growth as teachers. The majority of teachers mentioned informal interaction with their colleagues as beneficial and being the best source of new ideas. Some teachers identified formal continued professional development activities such as university classes, workshops and seminars as being beneficial to them. These comments made by teachers indicate that teachers have very individual needs. Knowles (1981) pointed out that within any group of adults, there will be a wide range of individual differences and therefore adult education should emphasize individualization of teaching and learning strategies. Adults come into an educational activity with a varied background of experience. They have different learning styles and different needs. As providers of continued professional development activities, administrators must recognize and capitalize on this fact by allowing teachers an opportunity to participate in a variety of continued professional development activities.

Continued professional development for teachers must provide opportunities for informal interaction with their colleagues. Informal interaction is the way we learn. Most of what we find important in our lives we learn through informal interactions. When teachers exchange ideas with other teachers they will go back to their

classrooms to put the ideas into practice. They need to be able to integrate the new ideas with what they already know. They will draw from their experience to make the new ideas work. Knowles (1981) tells us that adult learners learn through their own experiences and thus emphasis in adult education should be on experiential techniques or peer-helping activities.

Professional organizations must be recognized as a key element in continued professional development for teachers. The majority of teachers and administrators identified participation in professional organizations as beneficial to them. Why? What is it about these organizations that we can capitalize on? We know that the opportunity for informal interaction is available through professional organizations. Is the structured and more formal aspects of professional organizations also valuable? If so, how is it structured? What are the specific activities which teachers find helpful? How do they contribute to a teacher's continued professional development?

Teachers and administrators must work together in a coalition for continued professional development for teachers. This study has pointed out areas where there is agreement between administrators and teachers in their perceptions of continued professional development. This may be a viable starting point for a coalition. Burden and Wallace (1983) commented that organizing and planning continued professional development activities must be

collaborative to be effective. Commitment and involvement are ways which teachers can assume ownership. The more teachers are involved in determining goals and objectives, the more committed they will be to implementing them. By placing teachers and administrators in active roles in planning continued professional development activities, more ideas are likely to be generated and programs are more likely to succeed. Cooperation is based on trust and trust is developed through collaboration between teachers and administrators. When teachers and administrators work together toward a specified goal, they will learn to trust each other and out of that trust will come respect for others' opinions and experiences. Trust is the foundation for establishing an effective coalition between teachers and administrators.

On-going long term committments would seem to be the foundation for effective continued professional development for teachers. As adults grow older, they gain more experience, but they are also faced with new developments in society for which they do not yet have appropriate experience. Recent technological advances in society have had a tremendous impact on education and the need to utilize new technology in teaching and learning. Corrigan (1974) mentioned that "rapid advances in knowledge and technology has accounted for new processes and products with the power to enlarge or inhibit the potential of the individual and society." If teachers are to meet the challenges of the new knowledge and technology, they must

assess their personal goals. They must understand why they need to know this new information and how it is valuable to them personally. The idea of continuing education to keep up with the changes in society and new trends in education forces the realization that one's education will never be complete.

Recommendations

The purpose of the research was to determine if there were differences in the way teachers and administrators perceived continued professional development for teachers. Based on the findings and the conclusions, it is suggested that further study be conducted in response to the following questions:

Are informal activities as beneficial to educational professionals in their continued professional development as they say they are? This is an interesting area to pursue. Do the informal activities mentioned so frequently by the respondents in this study really contribute to their continued professional development? How do we define what a "contribution" to one's continued professional development really is? Must a contribution to a teacher's continued professional development be content/methodology-focused or can it be a type where feelings and emotions are vented or clarified? The whole concept of informal activities as the basis for continued professional development for teachers seems to be based on trust; a trusting of teachers and their perceptions of what is and can be most valuable to their own development. This study has identified what

may be just the "tip of the iceberg." Further studies of the definition of informal continued professional development activities and their relationship to the continued professional development for teachers will help to clarify these questions.

What kind of initiatives can be started to reduce differences in perceptions that teachers and administrators have about continued professional development for teachers? This question is built on the premise that teachers and administrators must understand how each other views continued professional development for teachers. Would it help for teachers and administrators to form a coalition to plan continued professional development activities? Should teachers and administrators define their respective roles for each other? Wouldn't it be interesting if both parties agreed on what is necessary to fulfill a certain role in terms of attitudes, skills and knowledge? An understanding of respective roles should reduce differences in perceptions about continued professional development for teachers. How about allowing teachers to choose their own continued professional development goals and activities? Would the results of their choices enlighten administrators about the extent and kinds of continued professional development activities that teachers consider beneficial to them?

Do other professionals exhibit similar attitudes about continued professional development? Are other professionals engaged in continued professional development

activities? What kinds? For what reasons?

Doadministrators and staff, management and labor, have different perceptions? Greene (1978) mentioned that outside the field of education, the idea that some form of continuing education is necessary appears to be widely accepted. Physicians, nurses and lawyers participate in workshops, institutes and seminars to help them to update their knowledge. If this is true, it would be interesting to administer the interview schedules developed for this study to other professionals to find out their perceptions of continued professional development and compare it with the perceptions of educators.

Can an instrument, drawn from the response categories, be developed and validated for measuring continued professional development involvement and understanding? This question is built on the idea that utilizing the outcomes of this study it may now be possible to construct an instrument with specific choices for each question rather than allowing open ended responses. This would provide for ease of data collection and analysis and provide opportunity for more direct comparison between respondent groups.

Should the effectiveness of continued professional development for teachers be evaluated? Can it be evaluated? Is true continued professional development really something that goes on inside the individual and defies external evaluation? When we look at the effectiveness of continued professional development we risk

only looking at the interventions that are expressly created for teacher continued professional development. Does this suggest that we don't value the other forms of continued professional development that teachers undergo in individual and personal ways? Does this fail to take into account the personal growth of an individual?

Can formal continued professional development activities be as effective as informal continued professional development activities if jointly planned with administrators or by teachers alone? This question is built on the premise that informal continued professional development activities are more effective than formal continued professional development activities. Is this true? Are there differences in effectiveness if the activities are jointly planned with administrators rather than planned exclusively by teachers? What are the differences? Does the issue of ownership of continued professional development activities, e.g. continued professional development activities by and for teachers, relate to the effectiveness of continued professional development?

Can teacher negotiations be used effectively to improve teacher participation in continued professional development activities? Can teachers be externally motivated to participate in meaningful continued professional development activities? If not, how should meaningful continued professional development activities be planned? In this day of tightened budgets, can teacher

organizations and bargaining groups shift their concerns beyond wages and working hours into other areas including continued professional development for teachers? Can teacher organizations become more involved in the decision-making process, rather than outside critics of school boards and administrators? Could teacher organizations provide concrete, timely training that is perceived as useful by teachers and could they be involved in the classroom follow-up activities?

Previous research has substantiated the lack of effective continued professional development for teachers. Several studies have been conducted in an attempt to identify the reasons for the ineffectiveness of continued professional development for teachers. Findings of the PDK Commission on Personnel Renewal of the 70's indicated that there were significant differences in the perceptions of teachers and administrators about continued professional development for teachers. The results of this study support that finding but also indicate that there are areas of continued professional development for teachers which teachers and administrators do not have different perceptions. The implications for improving the effectiveness of continued professional development for teachers are many. A better communication system between teachers and administrators could lead to a greater understanding and cooperative effort to develop effective, relevant and meaningful continued professional development for teachers.

APPENDIX A

APPENDIX A

TEACHER'S INTERVIEW SCHEDULE

School Corporation _____ Interview # _____

Date _____ Age _____ Degree _____

Years In Education _____ In What Capacities? _____

PERSONAL REFLECTIONS ABOUT YOUR OWN CONTINUED PROFESSIONAL DEVELOPMENT

1.1 What are some activities in which you engage that you find beneficial to you in your role as a teacher? _____

1.2 Do you participate in any activities with your colleagues which you find beneficial to you in your role as a teacher? _____

1.3 In terms of getting ideas and insights on your work, which of these activities is the most useful? _____

1.4 If you were given ten free hours a week to be used for your own continued professional development, how do you think you might use it? _____

1.5 Looking back over your teaching career, where has been the best source of new ideas for teaching? _____

1.6 What do you think is your greatest skill as a teacher? _____

1.7 Where do you get help in developing and maintaining this skill? _____

1.8 Where do you get help in analyzing specific problems which you encounter as a teacher? _____

1.9 If you wanted help in your own private assessment of your work, who would you most likely turn to and why? _____

DEFINITIONS OF CONTINUED PROFESSIONAL DEVELOPMENT FOR TEACHERS

2.1 In your own words, how would you define continued professional development for teachers? How would you describe it? _____

2.2 Has your definition of continued professional development changed in the last ten years? If so, in what ways? _____

2.3 How do you think administrators define continued professional development for teachers? _____

VALUE OF CONTINUED PROFESSIONAL DEVELOPMENT

3.1 In what ways is continued professional development valuable to you? _____

3.2 Has the way you value continued professional development changed in the last ten years? If so, how has it changed? _____

3.3 What value do you think administrators place on continued professional development for teachers? _____

PARTICIPATION IN CONTINUED PROFESSIONAL DEVELOPMENT FOR TEACHERS

4.1 How actively do you participate in the continued professional development that is offered? In what ways do you participate? _____

4.2 How many continued professional development opportunities do you take advantage of during a typical year? _____

4.3 Please describe the continued professional development opportunities which you take advantage of during a typical year. _____

4.4 Do you participate in continued professional development activities other than those offered? What are they? _____

4.5 Are there other types of continued professional development activities in which you have not participated but would like to participate? What are they? _____

4.6 What are your reasons for not participating in continued professional development activities? _____

RECOMMENDATIONS FOR CHANGES IN CONTINUED PROFESSIONAL DEVELOPMENT FOR TEACHERS

5.1 Why do you think that school corporations offer continued professional development for teachers? _____

5.2 What changes would you recommend to improve continued professional development for teachers? _____

COMMENTS ABOUT CONTINUED PROFESSIONAL DEVELOPMENT FOR TEACHERS

6. Do you have any other comments about your own continued professional development? _____

APPENDIX B

APPENDIX B

ADMINISTRATOR'S INTERVIEW SCHEDULE

School Corporation _____ Interview # _____

Date _____ Age _____ Degree _____

Years In Education _____ In What Capacities? _____

PERSONAL REFLECTIONS ABOUT YOUR OWN CONTINUED PROFESSIONAL DEVELOPMENT

1.1. What are some activities in which you engage that you find are beneficial to you in your role as an administrator? _____

1.2 Do you participate in any activities with your colleagues that you find beneficial to you in your role as an administrator? _____

1.3 In terms of getting ideas and insights on your work, which of these activities is the most useful? _____

1.4 If you were given ten free hours a week to be used for your own continued professional development, how do you think you might use it? _____

1.5 Looking back over your career as an administrator, where has been the best source of new ideas? _____

1.6 What do you think is your greatest skill as an administrator? _____

1.7 Where do you get help in developing and maintaining his skill? _____

1.8 Where do you get help in analyzing specific problems which you encounter as an administrator? _____

1.9 If you wanted help in your own private assessment of your work, who would you most likely turn to and why? _____

DEFINITIONS OF CONTINUED PROFESSIONAL DEVELOPMENT FOR TEACHERS

2.1 In your own words, how would you define continued professional development for teachers? How would you describe it? _____

2.2 Has your definition of continued professional development for teachers changed in the last ten years? If so, in ways? _____

2.3 How do you think teachers define continued professional development for teachers? _____

VALUE OF CONTINUED PROFESSIONAL DEVELOPMENT

3.1 In what ways do you think continued professional development is valuable to teachers? _____

3.2 Has this changed in the last ten years? If so, how has it changed? _____

3.3 What value do you think teachers place on continued professional development? _____

PARTICIPATION IN CONTINUED PROFESSIONAL DEVELOPMENT FOR TEACHERS

4.1 Do you actively participate in planning continued professional development activities? In what ways?

4.2 How many continued professional development opportunities do teachers take advantage of during a typical year? _____

4.3 Please describe these continued professional development opportunities teachers take advantage of during a typical year. _____

4.4 Do teachers participate in continued professional development activities other than those offered? What are they? _____

4.5 Are there other types of continued professional development activities in which teachers would like to participate? What are they? _____

4.6 What are teachers' reasons for not participating in continued professional development activities? _____

RECOMMENDATIONS FOR CHANGES IN CONTINUED PROFESSIONAL
DEVELOPMENT FOR TEACHERS

5.1 Why do you think that school corporations offer
continued professional development? _____

5.2 What changes do you think teachers would recommend to
improve continued professional development for teachers?

5.3 What changes would you recommend to improve continued
professional development for teachers? _____

COMMENTS ABOUT CONTINUED PROFESSIONAL DEVELOPMENT FOR
TEACHERS

6.1 Do you have any other comments about continued
professional development for teachers? _____

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