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Veteran Teacher Engagement in Site-Based Professional Development: A Mixed Methods Study

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Veteran Teacher Engagement in Site-Based Professional Development: A Mixed Methods Study

Abstract

This research study examined how teachers self-report their levels of engagement, which factors they believe contribute most to their engagement, and which assumptions of andragogy most heavily influence teacher engagement in site-based professional development. This study employed a convergent parallel mixed methods design to study veteran teachers' perceptions of engagement in site-based professional development using the assumptions of andragogy as the theoretical lens. The study began with both a quantitative and qualitative phase that was conducted simultaneously. The quantitative data was collected to assess teachers' reported engagement and factors influencing engagement in an ideal state. Descriptive statistics were used to analyze the levels of agreement in alignment to the different assumptions of andragogy. As well, there were open-ended items to collect qualitative information from seven participants about their self-reported engagement, factors influencing their engagement, and assumptions of andragogy that aligned to their described factors of influence. The qualitative data was collected in one-on-one interviews and was coded and analyzed for alignment to the assumptions of andragogy. The results of both the quantitative and qualitative phases of the study were merged to identify recurring themes and patterns. The findings of this study revealed that the most highly reported assumption impacting engagement in an ideal state were Orientation to Learning and Readiness to Learn; however, there were also strong indications of indirect correlation of responses to the assumption Role of Learner's Experiences. Teachers clearly indicated a need for professional development to reflect relevance, applicability, and alignment to their current needs as learners. As well, teachers expressed a need for facilitators that are credible, and, that employ methods that garner engaging learning experiences through interactive learning structures and collaboration. Moreover, the results of this study indicate the value of using andragogy as a framework for planning effective professional development; particularly the assumptions of Orientation to Learning and Readiness to Learn. The study also indicates that the elements of site-based professional development need to be further explored but are a good starting place to support professional developers at the site-level when considering ways to create engaging experiences for veteran teachers.

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Chapter 1

Introduction

The literature has made it clear that after several examinations of factors that most

significantly impact student achievement, the quality of classroom teachers remains the

most critical (Aaronson, Barrow, & Sander, 2007; Darling-Hammond, 2000; Hanushek,

Kain, O'Brien, & Rivkin, 2005; Leake & Leake, 1995; Oliff & Leachman, 2011; Rivkin,

Hanushek, & Kain., 2005; Rockoff, 2004; Sanders & Rivers, 1996; Suh & Fore, 2002).

Because of the impact teacher quality has on the potential for student learning, it is

imperative teachers continually develop and refine their instructional practices.

Continuous learning is an essential component for a teacher to persistently improve their

craft (Barber & Mourshed, 2007). This constant cycle of learning is often facilitated

through what has been termed professional development. Conceivably because of its

apparent concision, isolation, or inability to be tailored towards meeting specific needs,

teachers rarely express an enthusiasm about most of the professional development

experiences they have encountered (Darling-Hammond, Wei, Andree, Richardson, &

Orphanos, 2009; Peter D. Hart Research Associates and Harris Interactive, 2005). In a

2009 report titled "Professional Learning in the Learning Profession," it was cited only

59 percent of teachers found content-related learning opportunities useful or very useful,

and fewer than half found the professional development they received in other areas

useful, including areas where they would like more opportunities to learn (Darling-Hammond et al., 2009). In schools and districts across the nation administrators, content area coaches, consultants, and teacher leaders work tirelessly to develop opportunities for teachers to participate in what they consider to be meaningful professional learning. It is not by happenstance that the field responsible for educating our society requires those serving as the vessels of learning to embody the same qualities they expect of their students: continuous learning and evolution in their understandings. Professional development has been the medium by which the void in understandings about best practices or curricular adoptions and adaptations is filled amongst educators and it is a conduit to improving instructional practice.

Schools and districts have used professional development in a multitude of ways, both within and outside of the context of actual school sites, to provide teachers with opportunities for knowledge and pedagogical growth. Due to the dynamic, ever-changing quality of the profession, it has been well recognized that professional development is essential to continuous refinement of instructional practices (Mizell, 2010). As Guskey (2000) stated, "One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development" (p. 4). Teachers need to stay abreast to current issues in their field and develop competency with newly emerging educational innovations (Lawler, 1991). Professional development helps to ensure these things occur; however, the complexity exists within what determinants make professional development garner real results.

Several factors have been identified in the literature as characteristics of effective professional development. For teachers to develop masterful skills, continuous on-going professional learning must occur throughout the duration of one's' career (Fullan, 1995). Newly learned ideas cannot stop at simple exposure but must be sustained over time so skill building can occur. Additionally, professional development should be job embedded (Flores, 2005; Tate, 2009). It is critical teachers are exposed to learning opportunities that consider the context in which the learning will be applicable in their day to day work.

And, in recent years due to several states adopting new laws which hold high stakes implications based on student achievement results, teachers must accomplish these things while delivering what is deemed and evaluated to be high quality instruction so as to maintain some sense of job security. Because continued learning is essential, it is critical teachers are afforded quality experiences that support their growth as educational practitioners. Although the current fiscal circumstance of many schools, districts, and states looks dismal, researchers argue that more money is not necessarily the answer but rather the focus should be on making intentional decisions about how money is allocated and the quality of how the time is spent by teachers when engaged in professional development (Sawchuk, 2010). It is clear in the literature that stand alone off-site professional development is often ineffective in changing teacher practice (Darling-Hammond et al., 2009); as a result, educational entities are approximating ways to incorporate infrastructures that support teachers' professional learning which bear little resemblance to the one-size fits all workshops and conferences of the past. And, while budgetary uncertainties play a vital role in the push for innovation in delivery, there is

evidence indicating contextually relevant professional development will garner better

results towards refined instructional practice (Dewey, 1938; Labouvie-Vief, 1980, 1984;

Taylor, 2000). In regards to context and learning, Mezirow (2000) says, " the

justification for much of what we know and believe, our values and our feelings, depends

on the texts - biographical, historical, cultural - in which they are embedded," (p.3),

meaning that any rationale for learning should reflect the experiences that occur in the

contexts in which we exist.

In a study on professional development in adult education, researchers found that

in order for teacher change to occur, professional development needed to emphasize

connections between the context of the teachers' work and the new learning in the

professional development (Smith, Hofer, Gillespie, Solomon, & Rowe., 2003). This

further substantiates the necessity for professional learning to be specific and tailored to

the day to day needs of teachers rather than the traditional, holistic, and disjointed

trainings that can often leave teachers feeling dissatisfied and unchanged. This fact is

especially important for the demographic of tenured teachers. Teachers no longer novices

to the field have regularly been exposed to a variety of initiatives and changes within

their buildings and content. As a result, veteran teachers may express dissent towards

professional development that is not tailored to their specific needs or does not reflect

learning applicable to the context of their work; further exasperating feelings of

frustration that exist from years of change without continuity in content, leadership, or

expectation. The 2011 *METLife Survey of the American Teacher* (2012) found that job

satisfaction has dropped 15 points within the past two years, a level that has not been

seen in over the past two decades. As well, the study found that teachers most likely to leave the profession were those with 21+ years of teaching experience. The findings of this study emphasize the critical nature of attending to the need for tenured teachers to continue developing and growing in their ability as educational practitioners so as to maintain a high level of self-efficacy that fuels their love and commitment to the field. The study also found a correlation between teachers with low job satisfaction being less likely to say their schools or districts make adequate opportunities available for professional learning. These teachers were more likely to report having a decrease in professional development opportunities and time to collaborate with colleagues. This study reminds us why a sense of urgency towards improving professional development to develop teachers in their practice is necessary.

Table 1.1 depicts the distinguishing characteristics of professional development of the past and what professional development today should include to effectively support teachers towards sustained learning. The information in this table clearly shows a bilateral contrast between traditional methods and those that have been proven in current research which reflect a visionary approach.

Table 1.1. *Traditional vs. Visionary Professional Development*

Characteristics of Traditional Professional Development	Characteristics of Visionary Professional Development
Top-down decision-making	Collaborative decision-making
A "fix-it" approach	A growth-driven approach

Lack of program ownership among teachers	Collective construction of programs
	Inquiry-based ideas
Prescriptive ideas	Tailor-made techniques
One-size-fits-all techniques	Varied and timely delivery methods
Fixed and untimely delivery methods	Adequate support systems
Little or no follow-up	Context-specific programs
Decontextualized programs	Proactive assessment
Lack of proper evaluation	Adragogical (adult-centered) instruction
Pedagogical (child-centered) instruction	

Note. Adapted from *Teacher-Centered Professional Development,* p.6, by G. Diaz-Maggioli, 2004, Alexandria: Association for Supervision and Curriculum Development.

Furthermore, the final characteristic of visionary professional development signifies a very important and essential aspect of professional development: adult-centered instruction, specifically, andragogy. Knowles (198), the originator of the theory of andragogy as a method to address the learning needs of adults, opines that adults possess a self-concept resulting in a self-directedness that vastly differs against the self-concepts possessed by young students. Adults view themselves as producers and doers, no longer full time learners. Therefore, when teachers of adults are planning for professional development, they must consider how the attributes of the adults sitting before them require methods different from those typically used in formats for learners with fewer experiences.

As teachers navigate through the various segments of their careers, factors influencing their perceived needs as learners can vary depending on the how they view themselves in respect to the current juncture of their career. Teachers experiencing feelings of low self-efficacy or job satisfaction may seek different qualities in their professional development than those experiencing the inverse. Researchers have found teachers with service beyond 23 years experienced decline in their self-efficacy and factors influencing their self-efficacy such as engaging students, managing student behavior, and using effective instructional strategies (Klassen & Chiu, 2010). Other studies (Day & Gu, 2007) found teachers with 24 or more years of service experienced declines in their motivation and commitment to the profession. These findings highlight the necessity for professional development to be designed with the audience in mind, so, as teachers progress through the various stages of their career their motivation and self-efficacy are supported by engaging learning experiences that bolster effectiveness in their practice. Huberman (1989) identified several stages of a teacher's career based on years in the field. He found trends across several different spans of service as teachers work to understand themselves and where they fit within the context of their professional lives. A further examination of perceptions of professional development and factors that influence engagement in the learning would provide insight for supporting veteran teachers during critical stages of their careers when they may be struggling to find satisfaction and a sense of accomplishment in an already trying profession.

Problem Statement

The demands are ever increasing as federal policies are being implemented and the public's perception is being wavered by the harrowing statistics of the American educational system's mediocrity as compared to other developed nations (Organisation for Economic Co-operation and Development, 2012). In order to remedy these concerns, the skills and knowledge of teachers needs to be bolstered to ensure every teacher is "able to teach increasingly diverse learners, knowledgeable about student learning, competent in complex core academic content, and skillful at the craft of teaching" (Darling-Hammond et al., 2009). Many states have begun, and in some cases incorporated into law, initiatives that implement accountability structures through more stringent teacher evaluation measures (Bellwether Education Partners, 2011). In the state of Colorado, Senate Bill 10-191 directly addresses teacher effectiveness and teacher tenure specifically by incorporating the following:

- Non-probationary status (tenure) is earned after three consecutive years of demonstrated effectiveness.
- Non-probationary status is lost after two consecutive years of ineffective ratings. (Colorado Department of Education, 2014).

For teachers newly arriving to the field, these changes will cause minimal concern or discomfort since novice teachers will have previously experienced no other type of evaluation system. However, these types of changes to how tenure is awarded and maintained hold significant implications for veteran teachers that have previously gone

unscathed by post tenure evaluations (Weisberg, Sexton, Mulhern, & Keeling, 2009).

Additionally, the 2013-2014 Rubric for Evaluating Colorado Teachers consists of five

quality standards. One of the standards in the evaluation focuses on teacher reflection on

their practice (Colorado Department of Education, 2014). Embedded within this standard

is an element dedicated to how teachers use professional development to enhance their

growth and achieve their professional goals. In addition, professional development is

implicitly present throughout the measure as there is an expectation for teachers to solicit

and locate information to enhance their current understandings. Therefore, teachers must

consider their own growth and how their engagement in professional development

impacts their ability to refine and hone their instructional practices; and, while the

purpose of professional development is to help students learn more (Mundry, 2005;

Noyce, 2006; Porter, Garet, Desimone, & Birman, 2003), the end cannot be achieved if

the participating teacher is not engaged in the learning.

Improving the quality of professional learning experiences for teachers is critical

to transforming schools and increasing student achievement (Darling-Hammond et al.,

2009). Although states attempt to mitigate the issues of subpar student performance

through teacher accountability and districts and schools work to identify ways to provide

meaningful site-based professional development, teacher engagement can impact the

quality of a teacher's learning experiences (Sawchuk, 2010). Teachers, like students,

need engaging learning experiences. When these experiences reflect unintentional

planning and preparation, and, reflect delivery practices lacking consideration for the

unique needs of adult learners, teachers' perceptions of the quality of professional

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development can be negatively impacted (Masuda, Ebersole, & Barrett, 2013). A qualitative study conducted with 16 teachers at varying stages in their careers found that regardless of years of experience, teachers felt professional development needed to possess an application component where the content was relevant to the contexts of their teaching assignments (Masuda et al., 2013). If teachers perceive the content of professional development to be lacking in relevancy to their professional perspectives, their engagement will likely waver. This expectation is indicative of the rich backgrounds and skills sets adult learners bring with them to learning experiences.

When characteristics of adult learners are not taken into consideration during the planning and implementation of site-based professional development, the result can be minimal to no application of newly learned strategies and time wasted with no impact on student achievement. This is quite the contrary to the other intended consequence of professional development which is teacher learning (Dunne, 2002). Furthermore, few examinations of the perceptions of veteran teachers in relation to these factors have been carried out (Edgecombe, 2002; Johnson, 2001; Ruberto, 2003). The changing dynamics of accountability require for professional developers to rethink how they approach professional learning in terms of the needs, values, beliefs, and expectations possessed by veteran teachers. If they disengage and find minimal value in the learning experiences they are being afforded, they will not likely take on new initiatives in their classrooms as a result of the professional development. A study which investigates whether there is an alignment between the tenants of adult learning theory, specifically andragogy, and the characteristics of veteran teachers' self-admitted levels of engagement in site based

professional development could shed light for professional developers on effective

strategies to use when planning for purposeful job-embedded learning opportunities with

veteran teachers in mind.

Purpose of the Study

While the extant literature addresses the needs of adult learners as being amongst the

many characteristics and qualities that aide in defining effective professional

development (Croft, Coggshall, Dolan, & Powers, 2010; Diaz-Maggioli, 2004; Terehoff,

2002); few studies have explored the issue specifically through the lens of veteran

teachers perceptions of their own engagement as it pertains to site based professional

development. The purpose of this study is to provide a guide around the assumptions

about adult learners within andragogy that promote engagement so that site-based

professional development planners can plan more effective experiences with veteran

teachers in mind. As a result intentional and ultimately effective professional learning

opportunities will be created to increase the odds for actual implementation into practice.

This population of the teaching core possesses a vast array of background experiences

and needs to be considered when planning professional development. Teachers will be

disengaged if they deem the learning ineffectively addresses their needs as

knowledgeable professionals with already crafted skills in the domains of learning that

take place in their learning experiences. If planned professional learning opportunities are

prepared with considerations made for both the content and the planned participants,

teachers will be more apt to engage and potentially refine and integrate the new learning

into their instructional practices; thereby being supported in becoming better equipped to facilitate learning resulting in increased student achievement.

Research Questions

Added insight to the factors that most influence veteran teachers and their willingness to engage in site-based professional development will not only benefit the teacher participants and the learning facilitators but most importantly, students will be positively impacted because their teachers will be equipped with new learning that will hopefully translate into improved practices. In an effort to contribute to this work, this study investigated the following using a mixed-method approach.

Quantitative and Qualitative – separate analysis. Below are the research questions that were answered through quantitative and qualitative data collection, but analyzed separately:

1. How do veteran teachers' self-report their levels of engagement in site-based professional development?
2. Which assumptions of andragogy do veteran teachers rate as most influential in strengthening or weakening their engagement in site-based professional development?

Qualitative. Below is the question being examined through qualitative data only:

What do veteran teachers perceive to be the most influential factors affecting their engagement in site-based professional development?

Quantitative and Qualitative – results converged. Below is the question that addresses the converging of both the quantitative and qualitative data.

> To what extent do the qualitative results on engagement in site-based professional development agree with the interview data on engagement in site-based professional development for veteran teachers?

Theoretical Framework

Professional development has the potential to either propel teacher learning or have minimal to no impact depending upon the manner in which it is delivered. Table 1.1 depicted the distinguishing characteristics of professional development of the past and what professional development today should include to effectively support teachers towards sustained learning. The information in this table clearly shows a bilateral contrast between traditional methods and those that have been proven in current research which reflect a visionary approach. Furthermore, the final characteristic of visionary professional development signifies a very important and essential aspect of professional development: adult-centered instruction, specifically, andragogy. Knowles (1988) and his seminal work regarding the theory of andragogy as a method to address the learning needs of adults, suggest that adults possess a self-concept resulting in a self-directedness that vastly differs against the self-concepts possessed by young students. Adults view themselves as producers and doers, no longer full time learners. Therefore, when teachers of adults are planning for professional development, they must consider how the

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attributes of the adults sitting before them require methods different from those typically used in formats for learners with fewer experiences.

As teachers navigate through the various segments of their careers, factors influencing their perceived needs as learners can vary depending on the how they view themselves in respect to the current juncture of their career. Teachers experiencing feelings of low self-efficacy or job satisfaction may seek different qualities in their professional development than those experiencing the inverse. Researchers have found teachers with service beyond 23 years experienced decline in their self-efficacy and factors influencing their self-efficacy such as engaging students, managing student behavior, and using effective instructional strategies (Klassen& Chiu, 2010). Other studies (Day &Gu, 2007) found teachers with 24 or more years of service experienced declines in their motivation and commitment to the profession. These findings highlight the necessity for professional development to be designed with the audience in mind. Huberman (1989, 1995) identified several stages of a teacher's career based on years in the field. He found trends across several different spans of service as teacher work to understand themselves and where they fit within the context of their professional lives.

The theoretical concept of Andragogy served as the lens for this study. Andragogy is rooted in Malcolm Knowles' definition: "the art and science of helping adults learn" (1980). Over the years, Knowles refined the notion that andragogy was exclusive to the adult learner or was always in binary opposition to pedagogy. Pedagogy has been defined as the "art, science, or profession of teaching," and often synonymous with children; however, andragogy is most often used in relation to the adult learner and will be used as

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such within the context of this study. According to Knowles (1980) adults possess a self-concept reflective of a belief system guided by independence. This self-directedness requires teachers of adults to use different methodologies for delivery of information than that of the teacher-directed pedagogical approach that is typically used with child and adolescent learners.   Knowles identified six assumptions that address the unique needs of adult learners:

1. The need to know
2. The learner's self-concept
3. The role of the learners experiences
4. Readiness to learn
5. Orientation to learning
6. Motivation.

These assumptions were the foundation for this study by serving as the categorical lens through which the conditions that promote varying levels of engagement amongst veteran teachers have been organized and aligned. As well, these assumptions served as the lens through which the findings of this study were analyzed and interpreted.

Summary

This chapter presented the study by providing an overview of the need to support veteran teachers in their professional growth. This study suggests doing this by providing site-based learning that is intentionally crafted to support engagement using the six assumptions about adult learners housed within the theoretical lens of andragogy. This

research study examines how teachers self-report their levels of engagement, which factors they believe contribute most to their engagement, and which assumptions of andragogy most heavily influence teacher engagement in site-based professional development. This study is significant because results can be used to shed light for professional developers on effective strategies to use when planning for purposeful job-embedded learning opportunities with veteran teachers in mind.

By providing a guide around the assumptions about adult learners within andragogy that promote engagement, site-based professional development planners can plan more effective learning experiences. As a result intentional and ultimately effective professional learning opportunities will be created to increase the odds for actual implementation into practice, especially amongst the veteran teacher segment of the teaching population that often demonstrates some level of skepticism and uncertainty about the quality and effectiveness of newly presented methods for instructional delivery. If planned professional learning opportunities are prepared with considerations made for both the content and the planned participants, teachers will be more apt to engage and potentially refine and integrate the new learning into their instructional practices; thereby being supported in becoming better equipped to facilitate learning resulting in increased student achievement. The next chapter provides a review of the literature on the theoretical framework of andragogy, professional development and aspects that support site-based learning, veteran teachers, and the conceptual framework guiding the study.

Definition of Terms

Andragogy: The art and science of helping adults learning (Knowles, 1980).

Engagement: The overall quality of effort and motivation in a professional development experience in which the teacher is a participant. Additionally, engagement will be considered the cognitive investment, active participation, and emotional engagement with specific learning tasks (Chapman, 2003).

Professional Development/Learning: The "comprehensive, sustained, and intensive approach to improving the effectiveness of teachers' and principals' in increasing student achievement" (National Staff Council, 2009).

Site-based or *School-based Professional Development.* The professional development that takes place at the school site in which the educator works as a teacher.

Veteran Teacher: a teacher that has exited the "stabilization" phase of Huberman's Professional Life Cycle of Teachers and has entered into the experimentation or stock-taking phase, which is delineated further by Huberman as beginning in year seven.

Chapter 2: Literature Review

This literature review will work to examine the following: adult learning theory, specifically the concept of Andragogy; site based professional development and factors that influence the quality of site based support; and veteran teachers, their qualities, the influence of career stages on their engagement, and factors that influence their engagement in professional development.

Professional development has long been deemed a necessary function of our educational system to support the growth of educators practice, and ultimately, increase student achievement (Ball & Cohen, 1999; Blank & de las Alas, 2009; Cohen & Hill, 2000; Corcoran & Foley, 2003; Darling-Hammond & McLaughlin, 1995; National Commission on Teaching and America's Future, 1996). However, several studies have worked to determine whether professional development has a direct effect on student achievement; and if so, what conditions are required to affect positive change in student learning. Yoon, Vogel, & Liang (2007) conducted a comprehensive analysis of 1,300 studies that have purported to address the effects of professional development on student learning. Of the 1,300 studies examined only nine met the standards set by the What Works Clearinghouse to be deemed credible; the studies took place back between1986 to 2003; and all nine of the studies found credible were based on elementary schools. The

lack of solid empirical evidence makes it challenging to unequivocally say quality

professional development leads to improved educational results for our kids. But whether

we can directly name it or only allude to it, educators know there is enormous value in

the continued development of teacher practice (Porter et al., 2000), a positive climate of

learning established within a school (Cohen & Brown, 2013), and the quality of

instruction delivered to students (Desimone, Porter, Garet, Yook, & Birman, 2002),

which all ultimately impact student learning.

The following definition summates teacher professional development well: "the

professional growth a teacher achieves as a result of gaining increased experience and

examining his or her teaching systematically" (Glatthorn, 1995, p.41). Professional

growth is critical to the purpose of professional development; however, the response

teachers have to professional development can vary depending on how they deem the

quality of the experience. If increased performance and effectiveness from teachers is to

result, educators must be afforded the opportunity to grow professionally in their craft

through new learning experiences that result in professional gratification (Mahon, 2003).

Although professional development has been pegged a key component to supporting the

work of reforming our schools into learning centers for both students and teachers,

several factors come into play that can potentially interfere with the ability to provide

quality learning opportunities to teachers. Reports show the amount of time being

invested into sustained professional development of a meaningful duration has decreased

over the years (Wei, Darling-Hammond, & Adamson, 2009). Additionally, studies reveal

a less than enthusiastic endorsement by teachers of the current professional development

practices being implemented across the nation (Coggshall & Ott, 2010). And lastly, in

light of the current economic crisis, it does not appear issues complicating funding will

subside anytime soon. In a study titled "In the Black Box" (Miles, Odden, Fermanich, &

Archibald, 2005) it was found that all of the large urban districts studied relied on

external sources to fund over 43% of the monies allocated to professional development

efforts. As state budgets continue curtailing, the allocation of funds for the purpose of

professional development will persistently be undermined. For instance, 37 states have

cut funding towards K-12 education to levels below those of 2008 (Oliff & Leachman,

2011).

The recent impacts on fiscal availability necessitates for schools to strategize

methods to better utilize resources already within their means. While districts may be

unable to justifiably fund opportunities for teachers to attend expensive workshops or to

participate in consultant facilitated professional development, districts can begin

stratifying ways to support schools in building capacity towards quality site based

professional learning. A key component to this work beyond logistics and identification

of competent staff to serve as in house experts is the development and refinement of

aptitudes regarding effective strategies to employ with adult learners (Papa & Papa,

2011). Knowledge and understanding about the theories of adult learning can be powerful

tools for supporting the development of adults working in schools (Drago-Severson,

2000). When examining the most effective ways for teachers to immerse into learning

opportunities, strategies to engage adult learners is a central consideration; otherwise the

efforts run the risk of resulting in insignificant results of application towards improved instructional practice.

Theoretical Framework: Andragogy – Core Adult Learning Principles

Traditionally, professional development has been planned using a pedagogical lens that reflects teacher-centered methodologies similar to those used for teaching children and adolescents new content; however, the literature reiterates that adults are more receptive to learning when appropriate conditions are established to support their unique attributes as adult learners (Hammond & Collins, 1991; Knowles, 1980; Knowles, Holton, & Swanson, 2011; Speck, 1996; Tennant, 2009).

Often pedagogy has been a term synonymous with the practice of teaching. The word pedagogy is derived from the Greek words *paid* (child) and *agogus* (leader of) and has become known to be the definitive term for "the art, science, or profession of teaching" students (Merriam-Webster, n.d.); however, pedagogy also implies a teacher-centered method that often approaches the learner as a passive recipient of content knowledge with a minimal role in decisions about how the learning experience is crafted (Pew, 2007). Alexander (2004) describes pedagogy as:

> … the act of teaching together with its attendant discourse. It is what one needs to know, and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted. (p. 11)

This definition is implicit of the connotations frequently associated with pedagogy: information the learner needs to obtain, skills the learner needs to learn and develop a mastery of, and the thought process teachers take in approaching these needs of learners. There are numerous instances where the application of this methodology is effective

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based on the reasons for the learners to engage in the learning; however, it is most

suitable for learners with little background understandings being newly immersed into the

ideas presented in the learning experience. Generally, this works well with children since

the content they are learning is typically new and unexplored; however, when considering

adult learners, the vast array of background experiences and accrued knowledge must be

a consideration when planning for purposeful learning opportunities (Zemke & Zemke,

1995).

Theorists have demonstrated the importance of taking into account the differing

needs of adult learners compared to those of children and adolescents. When teaching

adult learners, the facilitators of the learning should be cognizant of the distinguishing

qualities of adult learners compared to student learners and the principles upon which

adult learning is based (Terehoff, 2002). Malcolm Knowles (1980) expanded on the

orientation of the adult learner when he wrote:

> Adults enter into education with a different time perspective from children which
> in turn produces a difference in the way they view learning. To a child, education
> is essentially a process of the accumulation of a reservoir of subject matter -
> knowledge and skills - that might be useful later in life. To adults, education is a
> process of improving their ability to cope with life problems they face now (p. 64).

In the text *Modern Practice of Adult Education*, Knowles (1988) defined the term

andragogy as "the art and science of helping adults learn" (p. 38). The six assumptions

Knowles (2011) identified regarding adults learners are as follows:

1. "The need to know. Adults need to know why they need to learn something

    before undertaking it" (p. 63). Learners need to understand why the learning

    if relevant and what the potential implications could be for not learning it.

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2. "The learners' self-concept. Adults have a self-concept of being responsible for their own decisions, for their own lives" (p. 63). Adult learners want to feel in control of their learning experiences and do not respond positively when they feel that they are not in control of the situation. Adult learners want to dictate the situation as an expression of their independence as learners.

3. "The role of the learners' experiences. Adults come into an educational activity with both a greater volume and a different quality of experience from that of youths" (p. 64). For the adult learner, it is essential their prior experiences are considered and used as a basis to individualize the experience. As well, adult learners are more receptive when the facilitation of the learning incorporates opportunities for them to share their experience and build on the experience of others in the learning setting.

4. "Readiness to learn. Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations" (p. 65). An optimal learning experience for the adult learner is content that aligns to their current developmental or life experience. If there is no way for the learner to make contextually relevant connections to the learning, the likelihood for learning to occur is minimal.

5. "Orientation to learning…Adults are life-centered (or task-centered or problem-centered) in their orientation to learning" (p. 66). To encourage the

motivation of adult learners, the learning should be something relevant to the

real-life situations experienced by the learner.

6. "Motivation. Adults are responsive to some external motivators (better jobs,

promotions, higher salaries, and the like), but the most potent motivators are

internal pressures (the desire for increased job satisfaction, self-esteem,

quality of life, and the like)" (p. 67).

Originally there were four assumptions and later Knowles added motivation (1984) and

the need to know (1989). These six assumptions are the driving force of Knowles' theory

of andragogy and serve as the premise for what we know to be true of adult learners. In

his later work, Knowles would clearly delineate the distinguishing qualities between

andragogy and pedagogy based on the six key assumptions about learners (see Table

2). The previously listed assumptions appear to demonstrate contrasting ideologies about

learning; however, Knowles would revise his thinking about andragogy and transition

from an oppositional approach to andragogy and pedagogy to a position representing the

two methods of teaching as being on a continuum ranging from teacher-directed to

student-directed learning (Merriam, 2001). While the assumptions stated for andragogy

could be equally effective for children, they take into account many of the very qualities

that distinguish adult learners: experience, background knowledge, and the necessity to

know and understand the relevancy the learning will play within the current context of

the learner's existence.

Table 2.1. *Comparative of Assumptions About Learners -Pedagogy and Andragogy*

Assumptions of Pedagogy	Assumptions of Andragogy
The need to know	The need to know
The learner only needs to know what they must learn in order to continue moving through the system.	The leaner needs to know why they are learning something before undertaking to it.
The learner's self-concept	2. The learner's self-concept
The learner's self-concept is dependent on the teacher's concept of the learner, which is that of a dependent personality.	The learner has a self-concept that includes being responsible for their own decisions and lives and they may experience conflict when dependency is required.
The role of the learners' experiences	The role of the learners' experiences
The learner's experiences are of little value as a resource.	The learner's experience is critical to the learning; emphasis is on experiential techniques that tap into the experience of the learners and a greater emphasis is placed on individualization of teaching and learning strategies.
Readiness to learn	Readiness to learn
The learner is ready to learn what the teacher requires them to learn in order to pass or be promoted.	The learner is ready to learn what they need to know and be able to do that can be applied to their real-life situations.
Orientation to learning	Orientation to learning
The learner has a subject-centered orientation to learning.	The learner has a life-centered orientation to learning.
Motivation	Motivation
The learner is motivated by external motivators.	The learner is mostly motivated by internal motivators.

Several have studied and supported andragogy as a viable theory for analyzing

adult learners. Wlodkowski (2010) examined adult learners' motivations for learning and

his findings aligned to several of Knowles' assumptions about adult learners such as their

need to know and understand what and why they are learning the content and their need

to feel as though they have a role or sense of choice in the learning. As well, Speck

(1996) identified how learners want to be the origin of their learning experiences, the

learning should be relevant to their day to day activities, and how their previous

experiences and knowledge should be acknowledged by those planning the learning

experience. Lawler (2003) also identifies as a principle for adult learning the need to

build on the experience of the learner. Sogunro's (2015) findings aligned with Knowles'

assumptions regarding the orientation to learning and the need for adult learners to be

guided by intrinsic motivation. Knowles' framework of andragogy will be central to how

the ideas of effective professional development are further explored in this study;

however, how other theorists' ideas relate to the assumptions Knowles identified

regarding adult, or student-centered, learning experiences are critical to the validation of

andragogy as lens for examining the consideration of adult learners needs when planning

for effective learning opportunities.

There have been numerous learning theorists whom have lent their research and

theoretical lens' to adult learning and development. In some of the earlier work around

adult learning, Lindeman (1926) stated:

> Adult education is the process through which learners become aware of significant
> experience. Recognition of significance leads to evaluation. Meanings accompany
> experience when we know what is happening and what importance the event
> includes for our personalities…Educated persons find their satisfaction in bringing
> knowledge to bear upon experience, and the best-informed person is still ignorant
> if his knowing is not also a lively ingredient of his living (p. 169-171).

The notion of learning's significance to the current context in which the learner exists and the utilization and acknowledgement of one's background knowledge in the learning process permeates much of adult learning's theoretical conclusions about the conditions under which adults most effectively learn (Fenwick, 2003; Hodkinson, Hodkinson, Evans, Kersch, Fuller, Unwin, & Senker, 2004; Knowles, 2011; Moll, 1990; Rogers, 1951; Smylie, 1995; Wlodkowski, 2008). John Dewey (1938) similarly commented on contextual experiences' relevancy to learning when he referred to the experience of learning being based upon the transaction between the individual and their environment. Bruner (1996) agreed with these ideas when he discussed how the significance about the learning we create in our minds finds its meaning rooted in the culture in which it is created. The more distanced a person becomes from the contexts in which the learning was originally constructed, the more challenging it will be for the learner to access the learning (Merriam, Caffarella, & Baumgartner, 2007). Therefore, much like the fifth level: contextual relativism, within Perry's (1970) scheme of Intellectual and Ethical Development, the environment, or contextually relevant circumstances the learner exists within, impact the ultimate resulted learning.

Several theorists have examined the different occurrences that take place during learning at varying ages and stages in adults' lives and the impacts the learning process (Erickson, 1963; Kohlberg, 1969; Levinson, 1986; Sheehy, 1976). The concepts examined by these theorists tend to maintain the expectation that later stages of development cannot occur until adulthood when there has been an accumulation of experiences that can only result due to the pure nature of aging. While some of the

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examinations of ages and stages place a strong emphasis on how adults navigate their meaning making based upon where they are in their lives, the running thread amongst them all is the notion that with age results experience and knowledge that impacts how the learner will approach and engage in learning experiences. Therefore, adult learners should be approached using techniques that honor their deep repositories of knowledge and prior experience.

The opportunities for professional growth amongst adults in their chosen professions rarely focus on areas where the learner has no background knowledge or prior experience; as a result, the adult learner should be supported using strategies that are more student-directed. When considering adults as students engaged in a learning process, educators of adults should acknowledge the rich repository of knowledge and experience possessed by the adult learner for it is this quality that makes the adult learner so different from a child (Lawler, 1991). Knowles (1980) believed if the experiences of adults are not being used to support their learning process or if the experiences are being diminished, adults will feel a sense of rejection not just as a learner but also as a person. The acknowledgement of a learner's past experiences supports the level of buy-in, and ultimately motivation, the learner exhibits during the learning process which is essential to engage the adult learner.

Knowles' theory of andragogy lends itself to a valuable lens for ways to effectively engage the adult learner and should be a primary consideration when planning effective professional development experiences for teachers.

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Professional Development

   The National Staff Council (2009) has defined professional development as a comprehensive, sustained, and intensive approach to improving the effectiveness of teachers' and principals' in increasing student achievement. Professional development possesses the potential to facilitate substantial improvements in teachers' abilities and skills to support student learning; however, that potential will not be realized if educators are not intentional about changing the practices used to facilitate teachers' learning experiences (Fullan, 1990). A school profiled in a study by Arnau, Kahrs, and Kruskamp (2004) found that professional learning opportunities for staff did not consistently encourage collegiality amongst staff nor was it deemed applicable to the day-to-day demands of the classroom. As well, the study found that often these professional development experiences were not data driven or aligned to building or district goals towards increasing student achievement. Additionally, a study conducted by the U.S. Department of Education (2002) found that within Title I schools, approximately half of teachers reported changing their practices as a result of professional development. This narrative is a familiar one across the nation as schools struggle to find ways to effectively meet demands within the broader scope of state and district mandates, school level performance plans, and site based needs, all of which are often compacted into site-based professional development resulting in minimal depth and a sense of time wasted (Alvy, 2005; Miretzky, 2007). Frequently used methods such as off-site workshops or outside consultants have rarely resulted in proven and sustained change in practice and for many cash strapped schools, are no longer financially feasible; however, the research shows in

the absence of effective professional development, worthwhile improvements in

education rarely occur (Guskey, 2000). Sparks and Hirsh (2000) noted how the absence

of substantial professional development results in teachers possessing a limited repertoire

of strategies to employ, thus causing them to relying on methods they recall from their

own years as students. The dynamic nature of today's students, technological

innovations, and continuously increasing expectations for teacher learning as identified

by state and national mandates and initiatives requires teachers to remain on an

interminable path of professional growth, thereby making professional learning a

necessity.

Continuous learning must be an expectation of all teachers if improved

pedagogical methodology and ultimately, improved student learning are to be the

outcomes of educational practice. Mizell (2010) defines professional development as the

vehicle enabling educators to develop the knowledge and skills necessary to confront and

support students' challenges in learning. Mizell goes on to characterize several distinct

qualities of effective professional development. First, professional development requires

thoughtful and purposeful planning and implementation. Secondly, feedback is critical to

assure an adequate response to the needs of the educator. Thirdly, as a result of the

intentional planning, purposeful implementation, and meaningful feedback, teachers

demonstrate improved instruction. Because teachers are becoming increasingly

overextended due to continuously evolving responsibilities, any instance of professional

learning should be meaningful, practical, and immediately applicable which enables

teachers to reengage in their instructional practice prepared to apply the new learning and

make changes necessary for increased student achievement. When professional development takes these research based factors into consideration, the likelihood of teachers being engaged in the learning is much higher which will likely yield a greater potential for teachers to integrate the new learning into their day to day practices.

Site-based learning. The optimal environment for nurturing the improvement of teacher practices is within the context of the work environment. An in-school setting for professional learning enables opportunities for site based developers to create supportive conditions for learning that would not exist or be difficult to infuse in off-site professional development. Site based learning allows for the consideration of multiple factors to support meaningful learning experiences for staff. Programming can move from a focus of how to change teachers to one that allows teachers to serve as active learners shaping their own professional growth through reflective participation and changed practice (Clarke & Hollingsworth, 2002). School-based professional development allows teachers to participate in sustained opportunities to apply new learning, receive quality feedback on new practices, and collaborate with peers (Foster, Lewis, & Onafowora, 2005; Guskey, 1995). As well, Smith et al., (November, 2003), acknowledge that professional development should also include considerations for an extended duration for learning, strong connections to the teacher's work context, opportunity for participant analysis and reflection of their own learning as well as student thinking, and varied activities to engage teachers' in learning. Lastly, research supports the notion that including teachers in the planning processes for professional learning

increases teacher engagement and commitment to the learning (Hanover Research

Council, 2008; Smylie, 1995).

Learning over time. What school sites offer that one time professional

development opportunities do not is extended learning over time. Several authors support

how the extended duration of professional learning increases the potential for its success

(Elmore, 2004; Guskey, 2000; Klinger, 2004; McLaughlin, 1991). If teachers are

learning at their schools based on their day to day experiences, teacher have the

opportunity to be reflective and make adjustments with attention to how changed

instructional practices impact their students' learning thus enabling their professional

development to continue and morph as they progress towards their instructional goals. In

a report titled "Professional Learning in the Learning Profession" (2009), the following

statement was made regarding the current issue of time as it pertains to professional

development:

> The intensity and duration of professional development offered to U.S. teachers is
> not at the level that research suggests is necessary to have noticeable impacts on
> instruction and student learning. While many teachers get a day or two of
> professional development on various topics each year, very few have the chance to
> study any aspect of teaching for more than two days. Most of their professional
> learning does not meet the threshold needed to produce strong effects on practice
> or student learning (Darling-Hammond e al, p. 20).

This statement highlights the need to evaluate how we are purposefully planning for the

extension of the learning as opposed to the infrequent practices of the past. The U.S.

Department of Education (2002) found that teachers were more likely to say their

teaching improved if they had participated in professional learning on an ongoing basis

for a longer duration. When we think about teachers as learners, we should consider how

professional development supports changing the practices of the teacher and helping

them develop and hopefully improve through their engagement with the process of

learning (Hodkinson & Hodkinson, 2005). In order to "construct a developing and

improving" teacher, learning experiences cannot be single instance events; rather, they

must be purposefully planned over time to support a concerted effort towards

improvement in student learning and teacher practice.
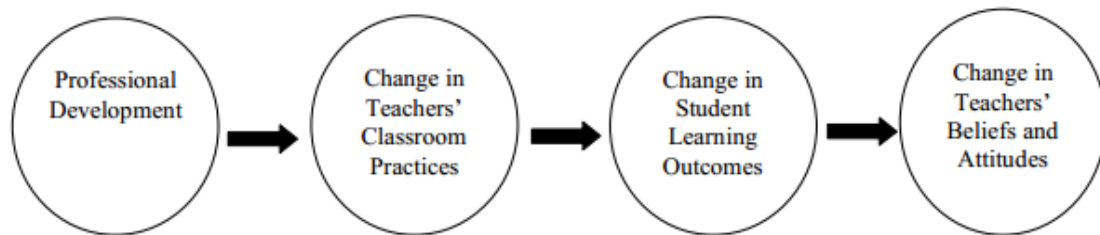
Figure 2.1. A model of teacher change (Guskey, 2002)

Guskey identified a "model for teacher change" (2002, p.383) which depicts the process

that must occur succeeding professional development in order for sustained change to

take place (see figure 2). A key element of the model is the stage that results in changed

learning outcomes in students before teachers' beliefs and attitudes change. In this model,

Guskey posits that in order for professional learning to facilitate sustained change

teachers must see evidence of the impact of the professional development before they

will change their beliefs as a result of the new learning. For this supposition to hold true,

professional development needs to occur as a series of events rather than a single instance

because one-time professional development does not possess the capacity to affect the

level of change illustrated in Guskey's model. As Guskey points out professional

development "is not about particular forms of activity but rather about a range of

activities -formal and informal- that meet the thinking, feeling, acting, context and change purposes of teachers over the span of their careers" (2004, p. xiii).

  Intentionally planned experiences. Another benefit of site based learning is the opportunity for purposeful, intentional planning based on contextual relevancy such as teacher and/or administrator identified growth goals, site improvement plans, and building organizational structures. Professional development should be strategically developed and organized to reflect the challenges teachers face within the school they exist (Fullan, 1982; Purkey and Smith, 1983). Guskey (2000) identified intentionality as being essential to successful professional development and he defined intentional professional development as follows:

> …a consciously designed effort to bring about positive change and improvement. Professional development is not, as some perceive it to be, a set of random, unrelated activities that have no clear direction or intent. True professional development is a deliberate process, guided by a clear vision of purpose and planned goals (Guskey, 2000, p. 17).

There should never be an instance where professional learning does not have a clear and purposeful goal. Professional learning cannot be haphazardly assembled with incongruent alignment from one event to the next; teachers need to know and be able to identify and make sense of the connections between learning experiences. Much like students, teachers are better supported when there are clearly delineated targets and expectations for learning they can gauge their progress against (Griffin, 1982; Orlich, 1984). If it is not clear to the professional developer why the learning needs to take place, it will not be clear to the participants. Identifying the end goal for teacher learning ensures those planning the professional development are being intentional in aligning the expectation

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for teacher learning to the content and process by which the learning will occur, and it helps teachers understand the rationale and purpose for the learning (Guskey, 2000). Once it is clear what teachers need to learn and be able to do, the professional developer can then attend to key factors requiring consideration when planning intentional staff development such as teacher inclusion in the planning, opportunities for application of the learning, quality feedback, and collaboration.

Teacher involvement in the planning. Often a challenge in staff development is to engage teachers; however, incorporating them in the process of planning and implementation establishes a sense of ownership and ultimately, buy-in is created for teachers, further encouraging active participation (Butler, 1992). There is often the misconception that leadership is "a quality with which individuals are imbued or a process that selected individuals conduct with followers; rather it is a form of relationship among people that has the effect of mobilizing them to accomplish purposes they value" (Donaldson, 2006, p. 47). Schools are a reservoir of expertise with many masterful examples of exemplary practice. Belasco & Stayer (1994) identified the term intellectual capital as the knowledge of the people involved in the organization serving as an organizational asset. Many teachers possess current and relevant knowledge that will support the learning of their colleagues. By utilizing strengths already within the building, schools enable their staff to view themselves as instructional leaders amongst their colleagues thereby empowering teachers to become involved as participants and facilitators of the learning community within their school. Truscott and Truscott's (2004) found that recognizing the teachers within your building and the strengths they possess

creates a positive climate and reinforces new learning for teachers because they are honored as internal resources. Enabling teachers to play a significant role in the "what and how" of professional learning in their schools takes away the sense their voice and needs are not present in decision making that directly impacts them. "In a school where every adult is both 'shaper and shaped,' each person owns a share of influence and responsibility not just over her individual job but over school-wide concerns as well" (Donaldson, 2001, p. 41). Additionally, by including teachers in the planning process, the issues that are most prevalent to them or factors that would result in more receptivity to the content of the professional learning will be made clear and support the preparation of professional development experiences that are meaningful and purposeful to the context of teacher's actual real-time needs.

Opportunities for application and reflection. Professional development should be planned to provide a window of time for teachers to process the learning and implement it into their instructional practice. Crandall (1983) found that once teachers were engaged in implementing the practices learned from professional development, only then did they become committed to the new learning. It cannot be expected simply because teachers are required to participate in a staff development experience they will immediately be receptive to the content of the professional learning. Teachers need time to reflect on what they learned and an opportunity to plan for the application of the learning in a thoughtful manner that supports student learning rather than arbitrarily attempting a new practice as an obligatory gesture. In a study titled "What makes professional development effective" (Garet, Porter, Desimone, Birman, Yoon, 2001), researchers found that active

learning was a characteristic of quality professional learning and within the active

learning included opportunities to plan for implementation. Other studies have found that

"intensive professional development, especially when it includes applications of

knowledge to teachers' planning and instruction, has a greater chance of influencing

teaching practices and, in turn, leading to gains in student learning" (Darling-Hammond

et al., 2009, p. 9).

Additionally, in support of the application of the learning, teachers need

opportunities to assess the effectiveness of its application and time to reflect and analyze

the fidelity of their approximation of the newly learned practice. Professional developers

must take into consideration that sustained change will not occur immediately and must

be given time (Fullan, 1995, Senge, Cambron-McCabe, Lucas, Smith, Dutton, & Kleiner,

2000). Teachers need multiple occasions to apply and refine the new practice. Schools

also must incorporate opportunities for collegial discourse so teachers can talk through

their thinking about the effectiveness and challenges resulted from application of the new

learning. Follow-up to the opportunities for application are essential to establishing an

expectation for the learning. It must be clear to participants the expectation for

application of the learning along with evidence to support next steps as a result of

findings, thus supporting an atmosphere fostering continuous learning and professional

growth.

Collegial collaboration. Another essential characteristic of quality site-based

professional development is the opportunity for participants to collaborate with

colleagues (Cohen & Hill, 1998; Sparks & Hirsh, 2000, USDE, 2000). Little's (1982)

"critical practices of adaptability" characterize four distinguishing traits she and her colleagues found support a collegial and collaborative atmosphere for learning:

- Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practices

- Teachers are frequently observed and provided with useful critiques of their teaching.

- Teachers plan, design, research, evaluate, and prepare teaching materials together.

- Teachers teach each other the practice of teaching (p. 331).

Building a community of collegiality where the learning process is a collective experience fortifies teachers' efforts towards honing their instructional craft. Teachers are able to refine their instructional approach amidst the shared expertise of their colleagues, thereby expanding the accessibility of knowledge and strategies beyond themselves. Within collaborative contexts, teachers no longer carry the burden of being the "formal authority" on all best practices and they can begin to rely on their colleagues for support. Baron (2008) said a learning community:

> ...promotes the values of reflective practice, collaboration, shared leadership, relevant pedagogy, democracy, and equity in opportunity and achievement. With quality training and ongoing, site-based, job-embedded support, all of these values can serve as powerful leverage points to improve teacher quality; transform teacher practice and school culture; and increase achievement for all students regardless of race, class, language, gender identity, or special abilities (p. 56).

Providing teachers with frequent instances to join together to share in professional discourse about their practices, collaboratively plan instruction, and learn from the expertise of their colleagues creates an atmosphere that encourages a school wide effort

towards improved instruction. Teachers can veer away from implementing practices that have become most convenient or most comfortable, but have garnered minimal results, to practices validated by their peers as being effective towards student gains.

A study conducted by Lu Pien & Ho-Kyoung (2009), employed the laboratory class cycle, a three-phase framework for professional learning (preparation, observation, and analysis), into site-based professional learning. The study found that the use of teams helped facilitate effective learning for participants. The teams worked towards common goals for improving their individual practices and evidence of sustained learning resulted by the end of the study. Over time, teachers in the study were more willing to engage in critical colleagueship, critiquing each other's lessons and using disagreements as opportunities for considering different perspectives and clarifying their own beliefs. This study demonstrated how collaboration supports a richer and more meaningful professional learning experience. When teachers learn within the context of a professional community and shared practice is emphasized, there is a stronger chance that teachers will apply the newly learned strategies (Yost et al., 2009, p. 2010). Collaboration enables teachers the opportunity to grow their ideas and create a sense of shared responsibility towards their work as educational practitioners.

Regular feedback on implementation efforts. Another premise for effective professional learning is providing teachers with regular feedback on their efforts (Guskey, 1995). Eisner (1992) described meaningful feedback as being specific and within the context of what is currently occurring in that classroom of the teacher delivering the instruction. Feedback is not exclusive to qualitative responses to

implementation teachers may receive after having been observed during instruction. Feedback also includes assessment data regarding student demonstration of proficiency towards the expected learning and the levels of growth being exhibited while teachers are engaged in continuous professional development and applying newly learned practices. Guskey (1995) iterated how regular data checks on student learning gives teachers specific evidence on the results of their instructional efforts and this information can be used to help teachers revise their practices to work towards helping their students accomplish greater academic gains. Without feedback, teachers are left to approximate changes and base those decisions solely on their own perceptions of their instruction. By receiving quality feedback both in the form of observational feedback as well as assessment data results, teachers have a greater body of evidence to support next steps in their instructional decisions towards increasing student achievement. Teachers are able to use evidence collected through observation and/or assessment data to reflect upon their practices and make intentional decisions about their own instruction. Feedback brings a rounded vision of what is actually occurring in instruction and student learning so teachers can make informed decision about the best ways to make instructional adjustments.

Qualities of site-based professional development and andragogy. In work around human resource development (1996) and program development (1995), Knowles identifies a process model to use for the incorporation of the andragogical assumptions into program development. Although the process Knowles' identifies is for the context of course, workshop, or conference settings (1995) or within an organization's human

resource development practices (1996), evidence of alignment between the components of site-based professional development and the andragogical process components were apparent. Knowles identifies an element of the psychological climate that must be established involves collaboration (1996; 1995). The literature clearly identifies collegial collaboration as a critical component to site-based professional development (Cohen & Hill, 1998; Sparks & Hirsh, 2000, USDE, 2000). Knowles also identifies participant involvement in mutual planning as critical component to andragogical process design because the level of commitment people feel is impacted by the extent to which they are involved in the construction of the experience which aligns to the notion of teacher involvement in planning (Donaldson, 2001; Truscott & Truscott, 2004). Next, Knowles highlights the importance of learners diagnosing their own needs which results in them later forming their own learning objectives and plans, carrying out their learning plans, and evaluating their learning outcomes. During evaluation, learners are able to provide to themselves and garner from others feedback on their implementation efforts, similar to what is a stated benefit to site-based professional development (Guskey, 1995). Each of these steps reflects intentionally planned experiences because they align to the present needs of the participant and they reflect the learners having an opportunity for application and reflection on their learning experience.

Veteran Teachers

While the application of adult learning theory and best practice to develop effective professional development supports the learning of any participant, one population deserving more focused attention is the veteran teacher. Veteran teachers

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often referred to as in-service or experienced teachers, have been defined in numerous ways by various authors. Merriam-Webster (n.d.) defines the word veteran as "a person of long experience, usually in some occupation or skill." In accordance to this definition a veteran teacher would then be someone whom has been in the field of teaching for an extended duration of time.

Within the literature, however, there has not been one definitive way to describe the distinguishing time attribute of veteran teachers. The study "A comparison of beginning and experienced teachers' concerns" (Melnick & Meister, 2008) used as few as three years to distinguish novice and veteran teachers because tenure is generally granted after three years of teaching. In a study conducted by Rich and Almozlino (1999), veteran teachers studied had at least seven or more years of experience, and the term veteran was transposed with experienced whereas Teitelbaum (2008) characterized veteran teachers as those with eight or more years of experience and Ruberto (2003) used ten years as the determining length for years of teaching service. Other authors have defined veteran teachers as having significantly more years of experience. For instance, Brundage (1996) stated at least 15 years of experience as the qualifier for veteran teachers as did Marston (2010) in her study comparing the similarities and differences between experienced teachers' job satisfaction and motivation for staying in the profession. Others have avoided quantifying what constitutes a veteran teacher and have simply relied on descriptions such as "many years of experience," which was used in Leshem's (2008) paper discussing what veterans learn from novice teachers. Because the term veteran or experienced teacher lacks clear definition, teachers falling under the

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umbrella of the various lengths of service as previously describe tend to be lumped into a large categorical group that is often discussed in an indistinguishable way delineating no clear distinction other than that of tenured status as granted from continued satisfactory, not necessarily exemplary, evaluations of teaching. Veteran teachers must be more clearly categorized because "teachers with six or seven years of experience are very likely to have distinctively different professional identities and characteristics from those who have served in teaching for over 30 years" (Day & Gu, 2009, p. 446). For this reason, veteran teachers need closer examination for the discerning qualities impacting their ability to meaningfully engage in professional learning.

Career stages. In the article "A life cycle model for career teachers," Steffy & Wolfe (2001) identify six developmental phases committed teachers progress through during the cycle of their teaching careers: novice, apprentice, professional, expert, distinguished, and emeritus. These phases are described as "a means for teachers to stay vital, informed, and purposeful over time and, as a result, maintain excellence across a lifetime of teaching for the benefit of all learners" (p.2) Additionally, they are "based on the belief that all teachers can reach a standard of excellence within the first 5 years of teaching and, with the appropriate support, continue to enhance their abilities throughout their careers" (p. 2). The novice phase is described as a phase when pre-service students are initially engaged in practicum experiences during their teacher preparation program it usually continues up through their student teaching assignment. The apprentice phase is when teacher began being responsible for planning and instructional delivery and it continues until confidence emerges in one's ability to integrate and synthesize knowledge

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and pedagogy. Because novice and apprentice focus primarily on teachers within the initial years of probationary status, professional, expert, distinguished, and emeritus would more adequately describe the phases most applicable to the widely defined veteran teacher. The professionally phased teacher is described as a teacher that has acquired a sense of self-confidence in their abilities and often uses their students as the source of that confidence. They also seek out fellow colleagues for support, demonstrating a willingness to work collaboratively, participating in professional development, and cognizant of the importance of continued growth. The expert teacher is characterized as meeting high levels of standards and, even if they have not sought it, would meet the standards expected of teachers obtaining national certification. These teachers modify and adjust instruction to support student growth, are very familiar with their students independent needs as learners, are reflective in their practice, and often hold positions of leadership within and outside of the school. The distinguished teacher is quite exceptional and often revered by the school and local community. They may influence education policy and they are often recognized with local and national awards for their distinguished qualities. The emeritus teacher is described as the retired professional that continues to impact education in a consultative capacity due to their highly sought after expertise and knowledge. These phases reflect where schools would want all of their teachers to align in some way throughout the duration of their careers; however, some teachers do not reach the level of proficiency towards professional growth and instructional expertise as defined within each of these stages.

Huberman (1989) conducted a study where he examined stages teachers travel through in their career span and the defining characteristics of those stages. In Huberman's (1989) study on the phases of a teacher's professional life cycle, he identified the following as the predominant stages of a teacher's career:

- The survival and discovery stage (Years 1-3). This stage represents the early years of a teachers career spanning from year one to year three. During this stage, teachers are exposed to "reality shock" where they must face the same complexity of work that their more experienced colleagues also deal with on a day to day basis, while also experiencing an initial enthusiasm for the learning and challenge ahead. The stabilization stage (Years 4-7). This stage involves teachers developing a grasp on the intricacies of their work and establishing themselves within the profession. . They are deemed in the eyes of their colleagues as developing competency in their craft and are experiencing greater ease and refinement in their practice

- Diversification and Change: Experimentation or activism (Years 7-11). Huberman described this stage as having two potential trajectories: experimentation or activism. In experimentation, teachers are attempting to make changes that will impact their level of effectiveness in the classroom. Teachers begin to experiment with different instructional materials and strategies. However, in the activism path, teachers "take aim on the aberrant practices or inadequate resources within the system by joining or mobilizing groups of peers, signing on for reform, lobbying or joining key commissions (Huberman, 1989, p. 351). These teachers, be they in

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the experimentation or activism phase, are seeking out new challenges and ways to be newly stimulated in their profession.

- Stock-taking and interrogation (Years 12-20). During this phase, which denotes teachers in the mid-career phase, there is a higher degree of reflection on career options and decisions made. Teachers are beginning to reflect on their lives and career and gauging if what they have accomplished in their lives reflects what they deem to be acceptable for their age and are making decisions about whether to continue in the profession.

- Serenity (Years 20-30). At this stage, teachers are continuing to be reflective, but are doing so in a way that engenders a self-acceptance due to a decreased level of career ambition and investment. As well, teachers are feeling more confident and effective in this stage.

- Conservatism (Years 30 to 40). This phase reflects a "more prudent" group of teachers that demonstrate a skepticism towards reform initiatives or an intolerance towards younger colleagues and students and they are often much more rigid in their thoughts and actions.

- Disengagement (Years 30 to 40). This stage can occur in one of two ways: serene or bitter. Teachers tend to become withdrawn during this phase and are spending more time and energy in interests outside of their careers as they prepare to exit the profession.

Although each of these aforementioned stages are not inflexible in terms of when they occur, they reflect a clear picture of the phases teachers, particularly those that possess a

sense of apathy or discontentment towards their chose profession, experience throughout the duration of their careers. For veteran teachers, the phases of stabilization, diversification and change, stock-taking and interrogation, and serenity are the most appropriate segments to target in terms of potential for engagement and utilization of quality professional learning. Although these stages do not reflect what a "high-performing and committed" teacher would look like such as what was described in Steffy and Wolfe's (2001) article each possess specific qualities that align to the teaching population when considering the individual needs and levels of support required for teachers to engage and apply learning from professional development opportunities.

Efforts to promote effectiveness. Beyond where veteran teachers exist amongst the stages of their career exists the concern regarding how proficiently veteran teachers learn and implement best practices. Although these teachers may have a history of satisfactory evaluations, the need for targeted professional development could still exist. The report "The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness" (Weisberg et al., 2009) discusses several reasons why current teacher evaluation systems are flawed and ineffective. The report notes that meaningful feedback about areas of deficiency is rarely given to teachers by evaluators, and as a result, teachers often are unaware of what areas they need to improve. The study also found that in four districts, teachers and administrators agreed there is a small but significant subset of tenured teachers whom deliver poor instruction. And, while there is a minor portion of teachers delivering distinguishably "bad" instruction, there are also numerous teachers delivering sub-par, mediocre instruction leading to minimal or no

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academic gains for students. One study found that teachers with more than 20 years of experience were more effective than teachers with zero years of experience; however, they were equally or proximally effective as teachers with five years of experience (Ladd, 2008). Other studies with similar findings were also highlighted in the briefing, "The Impact of Teacher Experience: Examining the Evidence and Policy Implications" (Rice, 2014). Therefore, if teachers are receiving little to no feedback about their instructional practices, students will continue to be administered instruction resulting in no changes towards academic achievement.

Recent steps have been taken across several states in legislation regarding teacher effectiveness. Many of these states have made significant alterations in their policies regarding how teacher effectiveness is measured, and five in particular are highlighted in the report titled "Recent Teacher Effectiveness Legislation: How Do the States Stack Up" (Bellwether Education Partners, 2011). In the report, ratings are assigned to the five states in numerous areas. There were two noticeable areas evaluated within the report. The first focused on whether or not teachers could lose tenure as a result of ineffectiveness. Of the five states evaluated, three (Tennessee, Indiana, and Colorado) had changes in their legislation that could lead to the revocation of teacher tenure based on ineffectiveness. The second addressed the frequency of evaluations required for teachers. In the report, five states had legislation impacting tenure as a result of rated effectiveness; four of which (Colorado, Florida, Indiana, and Tennessee) now require annual evaluations of *all* teachers. The annulment of previously guaranteed tenure and the requirement for annual evaluations are significant shifts from the practices we have become accustomed to using.

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In the past, teachers could teach a certain number of years to ensure their tenure status for the remaining duration of their teaching career and were on evaluation cycles where several years would pass between evaluations. The shift in frequency alone is significant and for some teachers, unsettling.

Sanders & Rivers (1996) had a couple of findings that support the need for a targeted lens towards veteran teachers when considering the impact on student learning as a result of teacher effectiveness or ineffectiveness. The first finding resulted from a comparison of teachers in a lowly-effective group to a highly effective group. The study found there were differences as high as 50 percentile points when examining student achievement levels when they were sequenced for three consecutive years with teachers in the highest quartile of effectiveness to teachers in the lowest. The study also found that teachers' effects on student achievement were a result of an additive and cumulative effect and there was little evidence to purport that teachers could counterbalance the impact of previous exposure to poor instruction. These changes in legislation pose significant implications for veteran teachers whom may lack effectiveness in their instructional practices but have slid under the radar of accountability. While changes in legally defined expectations of teacher effectiveness are not remedies to flaws in the current system, they do necessitate attention to be adhered to the quality of all teachers' instruction, veterans included; therefore, complacency in once-effective or "this is the way I've always done it" methods will no longer suffice:

> Minimally, sustaining professional growth seems to require manageable working ,
> opportunities - and sometimes demands - to experiment modestly without sanction
> if things go awry, periodic shifts in role assignments without a corresponding loss

of perquisites, regular access to collegial expertise and external stimulation, and a reasonable chance to achieve significant outcomes in the classroom" (p. 206). Although these changes are seemingly easy to facilitate, it is not always a given that teachers will engage in the learning and change their practices simply because the conditions are now set in place.

Veteran teachers and professional development. While it is important we tend to the needs of our novice teachers as we want to ensure strong foundations are established to promote a career of productivity, retention, and longevity, the literature minimally addressed how to use professional development to support the needs of veteran teachers (Ingersoll, 2003). Veteran teachers can no longer be frequently overlooked as a group in need of continued, sustained, and thoughtful support. For years, veteran teachers have been thought to require minimal attention in relation to professional learning as they often are either facilitating the professional development for colleagues or being sought out as experts in the field to support others in developing their understandings; and, as a result, are neglected despite calls in the literature for continued professional development for all stages of a career (Borko, 2004; Day and Sachs, 2004). Ingersoll and Kralik (2004) specifically warned of the risk if experienced teachers who remain in the profession are permitted to stagnate in their current roles without new learning opportunities.

A challenge to supporting veteran teachers' in continued learning is their perceived apathy towards the relevance or applicability of the professional development in which they participate thus resulting in low levels of engagement. Veteran teachers are commonly assumed to possess a tone of cynicism that impedes their ability to embrace

new learning opportunities. Because of this perception, veteran teachers may be excluded from consideration during the planning for site based learning opportunities for fear of the negative influence they could potentially have on the staff learning climate. However, due to the positive impact veteran teachers often can have on students, colleagues, and the school climate in general due to their wisdom and experience, schools should recognize the value that veteran teachers possess and avoid negating that value by excluding them from access to professional learning at the site-level. Veterans often express a healthy skepticism that is based on experience; and as a result, schools must become more intentional in the planning of professional learning opportunities and how they service the needs of all teachers, particularly veteran teachers that have been exposed to an array of failed changes and transformations in the educational system but possess a wealth of knowledge and expertise (Alvy, 2005). Changed conditions will not matter if teachers do not endorse the purpose established for the learning.

Bureau (1993) notes how the rich knowledge and experience of veteran teachers is where the greatest potential for improving the field of education exists. Because of their wealth of knowledge and often, their potential for a high level of competence, veteran teachers are seen as critical to the learning of both staff and students by their lesser knowing colleagues. As a result, veteran teachers possess the potential to serve as vessels to help drive or impede systemic change; and, unlike novice teachers learning new information about pedagogy and content, veteran teachers have already been exposed to much of the learning expected of new teachers and would benefit from learning experiences reflecting an application of the assumptions of adult learners

outlined in Knowles' theory of andragogy (Knowles, 2011). Because of their accumulated experience, veteran teachers often have a need to know and understand why the content of professional development is relevant to their work (assumption #1: need to know), want to feel as though their experience is honored and acknowledged (assumption #3: the learners experience is critical to the learning), want their sense of control to guide the learning (assumption #2: self-concept - responsible for self and own lives), and want to know that the learning they are engaged in will have relevancy to the work they are engaged (assumptions #4 & 5 - applicability to real life situations; life-centered orientation). They do not want to sit through the same professional learning as novice teachers in their buildings if the content is familiar. If seasoned teachers are required to participate in "for everyone" professional development, they would rather engage in a shared and collegial experience of collaboration with their peers (Holloway, 2003). Professional development experiences that support opportunities for collaboration with colleges have the potential to increase job satisfaction (Marston, 2010). When teachers are more satisfied in their jobs, they are likely to garner more from their learning experiences and demonstrate higher levels of support for their buildings' initiatives. Veteran teachers' voices are critical to the narrative told in buildings about the quality of their professional development. If they have opportunities to serve as leaders in the conversation about the "what" of the learning, or as guises to those new to the learning, they will likely be more receptive and engaged in the process because the professional development is meaningful (Meister, 2010).

Conceptual Framework

Knowles et al., (2011) devised a conceptual framework for andragogy in practice which graphically depicts andragogy as a core set of adult learning principles surrounded by two rings, the first including individual learning and situation differences, and the outer including goals and purposes for learning (see Appendix A). This framework reflects fluidity within andragogy that allows for adaptability based on the needs of the learners and the learning situation and acknowledges that factors external from andragogy can influence the experience of the learner (Knowles et al., 2011). In Figure 2.2, the assumptions of andragogy are depicted in a segmented cyclical graphic to represent their interconnectedness and to demonstrate that they all equally support effective adult learning experiences. In this framework, the elements of site-based professional development and the andragogical assumptions of adult's learners mutually interact to support veteran teacher engagement in professional development. The characteristics denoted as being influential to effective professional development are also depicted in several of the assumptions and therefore, their intersections results in engaging professional development as experienced by veteran teachers.
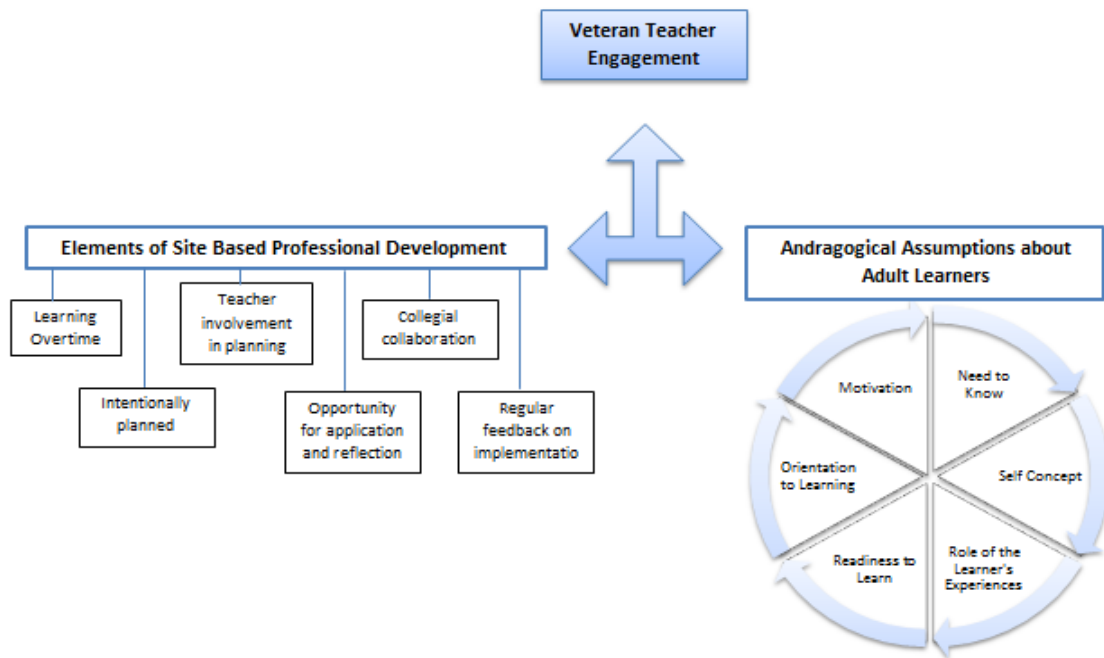
Figure 2.2. Conceptual Framework – Conditions for Veteran Teacher Engagement in Site-Based *Professional Development*

Summary

This section presented the existing literature on veteran teachers as adult learners in a site-based learning environment. Three major aspects were explored as they have been selected as the central focus for this study:

1. Adult learning theory has significant implications for adult learners in accordance to the theoretical ideologies that exist, particularly that of Malcolm Knowles' model of Andragogy (2011).

2. Staff development, specifically site-based learning, that is intentionally planned with the learner in mind will garner the most results in terms of engagement of the participants.

3. And finally, veteran teachers, the qualities they possess, and recent legislation's potential impact should also help guide planning for professional learning.

The review of literature revealed several important factors that impact the quality of staff development and the issues that influence teacher's ability to actively participate and find meaning within the expected learning.

First, we realize from the literature that adult learners approach learning from a student-directed approach which is much different than the learner-centered approach often used to shape the planned learning opportunities. Andragogy (Knowles, 2011) gives us a better model to use when planning for learning opportunities that will engage and hopefully stimulate new learning and eventual application within the adult learner participant.

Secondly, staff development at the site-based level must possess several qualities in order to have any potential for impacting teachers' understandings. Staff development must be of an extended duration and cannot be a single event, but most reflect sustained learning over time (Elmore, 2004; Klinger, 2004; Guskey, 2000; McLaughlin, 1991). As well, the staff development must be intentional (Guskey, 2000). Intentional staff development includes teachers in the planning process (Donaldson, 2006; Truscott & Truscott, 2004; Belasco & Stayer, 1990), provides opportunities for teachers to apply the learning (Crandall, 1983; Garet et al., 2001), allows for collaboration amongst respective

colleagues (Cohen & Hill, 1998; Sparks & Hirsh, 2000, USDE, 2000), and ensures teachers will get quality feedback on their implementation efforts (Guskey, 1995).

Lastly, the veteran teacher has very unique attributes that should be considered when planning for effective ways to engage them into a site-based learning experience. Veteran teachers go through an array of emotions and attitudes towards themselves, their chosen profession, and the potential or non-potential for professional development to have any true purpose and significance to their instructional practice. The stages of a teacher's career (Steffy & Wolfe, 2001; Huberman, 1989) can look different and varying depending upon whether the teacher is on a path of excellence or if they are experiencing conflicted emotions about the profession and themselves within it. Additionally, many states are redefining what it means to be a veteran teacher. The denotation will no longer be based solely on years accrued, but rather on the quality of performance as determined in teacher evaluations (Weisberg et al., 2009).

Veteran teachers are adult learners and should be considered with a higher degree of consciousness in terms of their needs and the contextually relevant issues they face at their site. Veteran teachers cannot be ignored and should always be considered when site-based staff development is being planned (Borko, 2004; Day and Sachs, 2004). They possess the quality of experience and life wisdom which can serve as a commodity when supporting less experienced colleagues. Staff development at the site based level must be thoughtful and purposeful if we are to see veteran teachers, who in many cases have become accustomed to their methods of teaching make any meaningful changes in the ways in which they deliver instruction.

Chapter three will introduce the mixed methods study developed and conducted to examine the ideas presented in this literature review as they pertain to veteran teacher engagement in site-based professional development through the theoretical lens of andragogy. The chapter will describe how the combination of both quantitative and qualitative methods provided the information needed to promote best practices for providing engaging learning experiences for veteran teachers as it relates to site-based professional learning.

Chapter 3

Methodology

This chapter will discuss the methodology employed for this study. The researcher organizes this chapter by first discussing the research design. Next, she will provide information about the research design and sampling. Finally, she will discuss data collection procedures and ethical issues.

According to Creswell & Plano Clark (2007), mixed methods research's main premise is to utilize both quantitative and qualitative methods together to create a better understanding about the research problem than the singular use of one method can provide. Historically, quantitative methodology has been deemed as the most valid and reliable means to discover clear and concise answers to questions of inquiry when employing a study, thus creating a dichotomy between the two schools of opposing qualitative and quantitative thought. "Quantitative data are said to be 'objective,' which implies that the behaviors are easily classified or quantified…qualitative data are more 'subjective,' which indicates that they could be interpreted different by different people" (Gliner, Morgan, & Leech, 2009). However, through the years, qualitative inquiry has developed a credible reputation as a method to collect data to draw conclusions about different phenomena.

Research Questions

The purpose of this study was to examine veteran teachers' self-reported levels of engagement in site based professional development and the alignment of those perceptions to the assumptions about adult learners outlined in the adult learning model of andragogy. Added insight to factors that most influence veteran teachers and their willingness to engage in site-based professional development will benefit this critical segment of the teaching corps that has demonstrated sustainability in the profession. In an article titled "Why veteran teachers aren't surprised young people are shunning the profession," from the Los Angeles Times, Kelton (2016) highlights many of the challenges teachers faces such as teacher bashing, long hours of work beyond the school day, low parent engagement, ineffective discipline systems, and low salary wages just to name a few. Veteran teachers have shown they have stamina and the ability to withstand through some of the most trying aspects of the profession. By creating better learning experiences for these teachers, it will hopefully contribute to their continuance in the profession as their professional needs will be nourished through engaging professional learning experiences. Additionally, teacher participants and the learning facilitators are not the only benefactors; students will be impacted because their teachers will be equipped with new learning that will hopefully translate into improved practices that bring about enhanced academic experiences for students. Andragogy is a useful lens as it provides a theoretical framework to support the development of learning experiences designed specifically for the needs of the adult learner.   This study used a mixed-methodological approach to answer the following questions.

Quantitative and Qualitative – separate analysis. Below are the research questions that were answered through quantitative and qualitative data collection, but analyzed separately:

- How do veteran teachers' self-report their levels of engagement in site-based professional development?

- Which assumptions of andragogy do veteran teachers rate as most influential in strengthening or weakening their engagement in site-based professional development?

Qualitative. Below is the question being examined through qualitative data only:

- What do veteran teachers perceive to be the most influential factors affecting their engagement in site-based professional development?

Quantitative and Qualitative – results converged. Below is the question that addresses the converging of both the quantitative and qualitative data.

- To what extent do the qualitative results on engagement in site-based professional development agree with the interview data on engagement in site-based professional development for veteran teachers? (Quantitative and Qualitative – combined)

Research Rationale

This mixed methods study addresses veteran teachers perceptions about their own engagement in site-based professional development as viewed through the

assumptions of adult learners outlined in the adult learning theory Andragogy. A convergent parallel mixed methods design was employed using both qualitative and quantitative data collected in parallel, analyzed separately, and then merged to identify common themes across both data sets. The purpose of using the convergent design was to "triangulate the methods by directly comparing and contrasting quantitative statistical results with qualitative findings for corroboration and validation purposes" (Creswell & Plano Clark, 2011, p. 77). In this study, survey data was used to measure respondent agreement levels with statements about factors influencing engagement and to determine which of the six assumptions of adult learners most influences a veteran teacher's self-perceived engagement. At the same time in the study, engagement was further explored using one-on-one interviews with veteran teachers. The reason for collecting both quantitative and qualitative data was to compare the results from two different perspectives and to determine if commonalities existed between the different sets of respondents to make generalizable claims about influences on veteran teacher engagement in site-based professional development.

A convergent parallel mixed methods approach was determined to be most appropriate to examine this issue because it lent itself to dual perspectives of the representative participant sample. While quantitative inquiry promotes replicability, a higher potential for removed bias, and greater generalizability (Harwell, 2011), quantitative alone has a weakened ability to understand the context or setting in which the phenomena is occurring while also interpreting the voices of the participants instead of allowing their voices to be directly heard (Creswell, 2011). Qualitative research's

generalizability is more challenging because the participant body is typically much smaller than the participant group in a quantitative study (Firestone, 1993); however, it allows for discovery and more in-depth understanding of the "experiences, perspectives, and thoughts of the participants"(Harwell, 2011, p.148). By merging both methods, the researcher developed a more comprehensive perspective of veteran teachers' views about their engagement in site-based professional development based on the different assumptions about adult learners identified within andragogy.

Sampling Design

The target population was veteran teachers working in Sunnyside Public Schools (SPS)[1]. Sunnyside Public Schools currently has a population of over 2,000 licensed staff members. SPS serves well over 30,000 students representing over 100 countries and languages and close to 70% of students receiving free or reduced lunch. More specifically, there were five schools that agreed to communicate the opportunity for participation to their staff. Three schools were high schools, another was a 6-12, and the fifth was a K-8. Statistics were unavailable from schools on the number of years of teaching experience represented by their staffs; therefore, it was unclear to ascertain the available population size from which the sample was being extracted. There is a breakdown, however, for the number of licensed classroom teachers that were part of the overall sample disclosing any information to indicate the number of years of service depicted in Table 3.1.

[1]Please note, Sunnyside Public Schools is a pseudonym to protect the identity of the participating district of this study.

Table 3.1. *Total population among participating schools.*

Locations	Total # of Licensed Classroom Teachers
High School #1	96
High School #2	101
High School #3	79
6-12	68
K-8	45
Total Teachers	276

As it further pertains to context of site-based professional development, professional development within Sunnyside Public Schools at the secondary level included time devoted to Wednesday late-starts where teachers from across the district convened every other week with teachers from other schools based on level and content to participate in a district-wide professional learning community. The purpose of this time was to calibrate across the district based on planning and pacing guides and best-practices. School sites had discretion to determine site-based professional learning, which occurred on the alternating Wednesday morning. This looked like a variety of structures based on school-level need such as site-based professional learning communities (which also occurred in some cases during teacher planning times) and whole and/or targeted staff professional development. In addition, school sites attributed time for professional development during meetings times after school and on in-service days.

Veteran teacher will be defined as teacher's having seven or more years of experience, which is based on an approximation made from the literature (Huberman, 1989; Rich & Almozlino, 1999; Teitelbaum, 2008). Particularly Huberman (1989) notes in his description of the Professional Life Cycle of a Teacher that a teacher makes the transition out of the stabilization phase where they are developing a grasp for the work and are establishing themselves within the profession into either the stock-taking or experimentation phases which both indicate an achieved command of the work and generally occurs around year seven. The sampling methods used in this study were purposive homogenous sampling for the qualitative portion and convenience sampling for the quantitative portion due to participant selection being based on their self-elected participation (Teddlie & Yu, 2007). More specifically, these methods were used to identify and retain participation from respondents meeting the criteria of seven to 18 years of experience that teach 6th through 12th grade in Sunnyside Public Schools. This band was identified to capture teachers fitting within the stages of the Professional Life Cycle of a Teacher that best reflects when teachers are mostly demonstrating behaviors of experimentation, activism, and reflection (Huberman 1989), which was believed to more likely yield participants attuned and attentive to their professional growth.

Participants were solicited for survey participation and one-on-one interviews via email correspondence distributed through district email by the Division of Accountability and Research to their principals and then to the school community immediately upon IRB approval. At the beginning of the survey, the "Agreement to Participate in Research" protocol (see Appendix B) to ensure informed consent was initiated and participants had

to read and agree to participate in the study before the survey resumed. If at this point participants said "no" the survey ended. To ensure respondents fit within the criteria for participation in the quantitative phase, the survey was developed to redirect respondents to the end of the survey if they indicated a number for years of experience outside the seven to 18 year band identified for the purpose of this study. Once participants moved past the initial consent and screening question the survey resumed.

For the qualitative portion of the study the email communication was sufficient for securing enough participants for interviews. The researcher initially received correspondence from 12 respondents interested in participating. The researcher contacted each potential participant for pre-screening to ensure they fit the criteria for participation which resulted in a final number of seven participants. The researcher served as the interviewer and conducted interviews both by phone and face to face. At the beginning of each interview, the researcher reviewed the informed consent with interviewees (see Appendix D) and verified agreement by having participants verbally consent prior to beginning the interview. Upon completion of interviews, the researcher decided seven participants would be sufficient due to additional data retrieved from the two open-ended items on the survey.

Data Collection & Analysis Procedures

The data was collected through a convergent parallel mixed methods design where both qualitative and quantitative data were collected simultaneously, analyzed separately, and then merged to identify common themes across both data sets (Creswell

& Plano Clark, 2011). Two data collection methods were used for this study: a 4-point Likert scale survey with three open ended items at the end of the survey designed and qualitative interviews, both of which sought to measure respondents' beliefs about factors that most influenced their level of engagement in site-based professional development. The original hypothesis was that both the qualitative and quantitative data would reveal a dominant assumption, from amongst the six in andragogy, playing a more prevalent role impacting veteran teacher engagement than the others. To quantify the qualitative data, codes and themes were tabulated to determine the frequency of their presence in the data (Creswell, 2009). This quantification of the qualitative data enabled comparisons to be made between the quantitative and qualitative results (this is further explained in the section "Quantitative and Qualitative Data Mixing).

Quantitative Measure. The quantitative data for the study was collected through a survey measure (see Appendix C). The measure was developed by the researcher using the theory of andragogy as the guiding framework. The initial segment of the survey was used to collect professional background information about the respondents. The second segment of the survey was designed to learn what veteran teachers deemed to be influential factors on their engagement in site-based professional development based on the six assumptions about adult learners outlined in Knowles' theory of andragogy:

1. The need to know
2. The learner's self-concept
3. The role of the learner's experiences
4. Readiness to learn

5. Orientation to learning

6. Motivation

Respondents were not asked to glean from specific experiences of professional

development that could substantially vary from respondent to respondent. The questions

were designed to reflect an "ideal state." Although past experiences would unavoidably

inform respondents in terms of what they perceived as "ideal," the notion of using ideal

state rather than specific experiences allowed for more generalizable information about

factors influencing engagement rather than participants relying on singular or specific

experiences to inform their perceptions about engagement. The researcher examined

different examples of learning inventories based on Knowles' premises about adult

learners to aid in the development of questions such as the Modified Instructional

Perspectives Inventory (Henschke, personal communication, June 12, 2013), Instructional

Perspectives Inventory – Revised for Teachers (Stricker, 2006), Staff Development

Survey (James, 2007) and the Adult Learning Principles Design Process Elements

Questionnaire – ALPDEQ (Wilson, 2005). Based on these examples, the researcher

devised a set of questions in alignment to the purpose and population of this study. Each

question reflected one of the six assumptions. The survey went through four different

iterations based on the researcher's knowledge of the strands within the theories and

reviewer feedback. For face and content validity, the researcher had the survey critiqued

by four professors either working specifically with Andragogy, with quantitative research

methodology, or in the K-12 arena to determine whether the measurement as a whole and

each of its parts clearly addressed the constructs of andragogy being assessed in

alignment with engagement (Salkind, 2010). Additionally, the researcher had the survey critiqued by four teachers for added perspective on the usability and clarity of the document. Revisions were made based on the feedback from both groups.

To test for reliability, the researcher conducted a small pilot test of the instrument with teachers at a school the researcher previously worked. A test of reliability was run using Cronbach's Alpha to assess the reliability of the survey instrument using SPSS software. The test yielded a Cronbach's Alpha level of .953 (see Figure 4), which indicates a high level of reliability amongst the items.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.953	.958	20

Figure 3.1. Cronbachs Alpha

Quantitative Data Collection. Qualtrics was used to create the internet based survey for electronic dissemination. The item that required teachers to identify their years of experience was crafted to redirect respondents to the end of the survey if they entered years outside the band of years identified for the purpose of the study. The survey was also designed using an anonymous link to ensure each respondent was unidentifiable by

name and only issued a response ID. There was an initial two week window established for the survey to be completed by participants, but based on response rates an additional week was added.

Quantitative Data Analysis. The researcher evaluated the data obtained from the survey using the Statistical Package for the Social Sciences (SPSS) software to calculate descriptive statistics for frequencies in responses to the items from the professional background questions to determine the characteristics of the participating sample (number of years of experience, level- middle or high school, content area(s), types of site based professional development at site, and professional development participated in most often at site). As well, frequency of responses and individual and inter-item correlation statistics were attempted to determine variables that were most influential on engagement and to identify andragogical assumptions with the highest correlations to each other; however due to the low sample size, reliable statistics were unable to be concluded. Medians, means, and standard deviations were used to determine how respondents reported items as more or less influential in their engagement in site based professional development.

The researcher attempted to run a factor analysis to determine if the items aligned to the intended constructs to make determinations about the level by which respondents demonstrating higher levels of agreement regarding the varying factors and their influence on engagement in site-based professional development. A factor analysis did not yield the factors identified during the survey design. The research is not in agreement about what N constitutes a large enough sample size for a reliable factor analysis;

however, several studies suggest an N significantly larger than the 15 that was obtained for this study (Gorsuch, 1990; Kline, 1979; & Suhr, 2006). Due to the small sample size of this study, a factor analysis did not result in a statistically verifiable distinction amongst survey questions based on the different elements of andragogy they were aligned to during their design. Basic descriptive statistics were run on the data set aligning to each question.

Qualitative Interview Protocol. Data for the qualitative portion of the study was collected using an interview protocol crafted by the researcher that asked a series of questions about participants' beliefs about the characteristics that influence their engagement in site-based professional development (see Appendix E). The researcher asked respondents to answer a series of questions, the first beginning with the participant rating on a scale of one (low) to five (high) their current level of engagement in school-based PD. The researcher asked more questions about how the participants defined professional development; the type of PD regularly participated in, the characteristics of PD that influence engagement, and anecdotes of effective and ineffective PD experiences. Finally, the researcher asked interviewees to review the varying assumptions about adult learners and their descriptions. Based on the information presented, the researcher asked participants to identify which of the assumptions they perceive to be most influential in their engagement and why.

Qualitative Data Collection. For the qualitative portion of the interview, the researcher conducted one-on-one interviews with respondents in person and by telephone. The interviewer pre-screened participants for meeting the criteria of seven to 18 years of

teaching experience prior to arranging interviews. The interviewer reviewed the informed

consent form (see Appendix D) with the participant and secured their agreement for

participation prior to beginning the interview with permission to audio record the

interview obtained prior to beginning the actual interview.

Qualitative Data Analysis. Upon completion of interviews, the researcher determined

sufficient information had been collected due to a pattern of redundancy emerging in

respondents answers (Bernard, 2011) and interview saturation based on a thorough

exploration of the questions with no newly emerging themes (Fusch & Ness, 2015). The

researcher transcribed the interviews and began tagging text using open-coding by

"coding the data, dividing the text into small units (phrases, sentences, or paragraphs),

assigning a label to each unit, and then grouping the codes into themes" (Creswell &

Plano Clark, 2011). After open coding, the data was further coded for alignment to the

varying andragogical assumptions as well as for any other emergent themes that arose

using axial coding. The data was sorted by alignment to varying assumptions and codes

that were outside of the assumptions were grouped in a separate category and were

organized into a table based on themes (See Table 3.2 below).

Table 3.2.

Analysis Units and Codes Aligned to Six Assumptions of Andragogy

Unit Labels	Alignment to Six Assumptions	Codes
Outcomes/Purpose (Clear & Unclear)	Need to Know	NTK-OP
Teacher Effectiveness	Orientation to Learning	OTL-TESL
Applicability of Learning	Orientation to Learning	OTL-AoL
Relevance/Connectedness	Orientation to Learning/Readiness to Learn	OTL/RTL-R&C

Focused on Student Learning	Orientation to Learning	OTL-FoSL
New Ideas	Readiness to Learn	RtL-NI
Learners Needs	Readiness to Learn	RtL-LN
Redundancy	Role of Learner's Experiences	RoLE-RDY
Collaboration	Role of Learner's Experiences	RoLE-CB
Activity Based /Lecture Based	Role of Learner's Experiences	RoLE-AB/LB
Try on Learning	Role of Learner's Experiences	RoLE-ToL
Differentiated	Role of Learner's Experiences	RoLE-DIFF
Consideration of Audience	Role of Learner's Experiences	RoLE-CoA
Self-directedness	Self-Concept	SC-SD
Perceptions of Facilitator	N/A – Facilitator Impact	FI-PF
Well/Not well planned	N/A – Facilitator Impact	FI-P
Engaging/Disengaging Speaker	N/A – Facilitator Impact	FI-EDS
Evidence/Data Based	N/A – Evidence based	EB
Reflection on practice	N/A – Reflection on practice	ROP
Disagree with Content	N/A – agreement with content	AwC

Additionally, the open-ended response items from the survey were coded. The first open-ended item was a two part response item: "How would you rate your overall level of engagement in your school-based professional development experiences? Please explain why you rated your overall level as such." The responses were categorized by how respondents rated their agreement to the first part of the question and their responses to the second, open-ended portion, were then coded using open coding. The codes were analyzed for their alignment to one of the six assumptions of andragogy and any other factors that emerged but were not aligned to one of the six assumptions. The responses were resorted to be grouped by their alignment to the six assumptions. The second open ended question, "What is the most significant factor that influences your engagement in school-based professional development" was similarly coded, themed, and sorted for responses that fell in alignment to the six assumptions of andragogy or separate themes.

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Within both sets of data, the coding process included: (a) using open-coding strategies to tag the transcribed interview responses to identify and label units that presented in the data, (b) using axial coding strategies to thematically code based on alignment to the six assumptions of andragogy, (c) identifying codes that were not in alignment to andragogy from the initial open-coding process, and (d) rereading coded items to verify alignment or any potential "cross-alignment" (Creswell & Plano Clark, 2011).

Quantitative and Qualitative Data Mixing. The researcher analyzed the quantitative and qualitative data sets separately to determine the story each data set told; however, the researcher took both sets of data and merged the findings to arrive at conclusions based on what the dual sets of data revealed. The researcher examined responses to the final question of the interview protocol to extract themes and compare them against any emergent themes from the survey to determine if parallels existed between the results of the qualitative data analysis and the results of the interviews. As well, the researcher quantified the themes from the qualitative interviews to compare them against the survey's quantitative results by tagging and sorting data into themes aligned to the six assumptions of andragogy as well as into categories that emerged through the data analysis. The number of times concepts emerged from different participants was tallied (see Table 4.7). As well, open-ended responses from the survey were also tagged, themed, and sorted for alignment to the assumptions of andragogy and were tallied as well (see Table 4.8). In this process, the researcher mixed both the quantitative and qualitative data to depict common themes across data sets and their interconnectedness. By comparing both frequency and content, the researcher created a holistic depiction of

what respondents viewed as influential factors affecting their engagement in site-based professional development.

Ethical Issues

Ethical issues were addressed by first seeking approval from the Institutional Review Board (IRB) to conduct the study. The researcher completed the human subjects' protection training. The request for review form was submitted to the university using the IRBNet system and approval was obtained. The participants for this study were not considered a vulnerable population. Following successful IRB approval, the "Request for Cooperative Research Assistance in the Sunnyside Public Schools" form was submitted and permission was granted for research to be conducted.

Participant identities were withheld and were not disclosed. For the quantitative portion, each respondent was automatically issued a response ID in the Qualtrics system which was visible once the researcher went into the system to retrieve response data. Neither participants' names nor any other identifying information was captured or collected during any stage of the online survey (opening the survey, answering questions, submitting). The Qualtrics system required a username and password both of which were known only to the researcher and the Qualtrics system management team should technical support have been needed. For the qualitative portion of the study, potential participants were requested to initiate contact with the researcher and the researcher contacted potential participants to arrange interviews.

Researcher's Positionaility

      The researcher's positionality resulted in several limitations for this study. The principal researcher is an employee in Sunnyside Public Schools, where this study took place. The researcher's potential for bias comes from her current role as a school administrator and her past work as a facilitator of professional development. The selection of the topic of veteran teachers and site-based professional development was directly attributable to the researcher's personal experiences with this demographic of the teacher population at a site-level and the challenges she has personally experienced in providing engaging professional development experiences to this cadre of teachers. The researcher's knowledge of the culture and practices of the district combined with her experience in facilitation of professional development and experience with veteran teachers had the potential to impact the lens by which she examined and interpreted the qualitative and quantitative data results. Furthermore, knowledge of the researcher's role within the district may have also impacted those that were already familiar with the researcher during their quantitative or qualitative phase participation.

Other Limitations. Additional limitations were presented during this study. The study was confined to the Sunnyside Public Schools district which has school based practices that are not necessarily consistent across all buildings but are rooted in a similar belief and philosophy as well as common district level professional development. This may make it challenging to generalize findings across any given school setting. Another such limitation was participants' self-reporting of their beliefs and perceptions. This self-reporting relied on an assumption that participants would be forthright and honest about

perceptions of themselves and their engagement in the field and in site-based professional development. As well, the study was only examining teachers' perceptions of their own engagement and factors in relation to andragogy. The study did not consider other factors that could be potentially impactful on engagement such as school climate and culture, or, teacher content, preparedness and/or knowledge of the professional learning facilitator, etc. Another consideration was how purposive sampling procedures could decrease the generalizability of the findings since the focus for the quantitative data collection would only be with veteran teachers and the qualitative participants will be self-selected participants.

Additional limitations were present within the context of each type of data collection. During the quantitative phase there was a potential risk for non-response error resulting in a low number of respondents and ultimately a limited perspective. During the quantitative phase the intent was only to determine relationships between variables; therefore the study would be unable to state causation, only to draw inferential conclusions. Lastly was during the qualitative phase in which the researcher used coding and tagging methods to align the varying themes and ideas to the different assumptions of andragogy. There was significant overlap between two assumptions in particular, Readiness to Learn and Orientation to the Learning, which could have resulted in some cross alignment of ideas and themes to the two assumptions. Because of this, the researcher talked about both assumptions comparatively.

Summary

This research study used a convergent parallel mixed methods design to study veteran teachers' perceptions of engagement in site-based professional development using the assumptions of andragogy as the theoretical lens. The study began with both a quantitative and qualitative phase that was conducted simultaneously. The quantitative data was collected to assess teachers' reported engagement and factors influencing engagement in an ideal state. Descriptive statistics were used to analyze the levels of agreement in alignment to the different assumptions of andragogy. As well, there were open-ended items to collect qualitative information from seven participants about their self-reported engagement, factors influencing their engagement, and assumptions of andragogy that aligned to their described factors of influence. The qualitative data was collected in one-on-one interviews and was coded and analyzed for alignment to the assumptions of andragogy. The results of both the quantitative and qualitative phases of the study were merged to identify recurring themes and patterns. Chapter four will present the findings of these results.

Chapter 4

Findings

Chapter Four discusses the results from the qualitative and quantitative phases of the mixed methods study. The researcher organizes this chapter around the following: (a) evaluation of survey results in both narrative and table formats as they related to the research questions; (b) evaluation of qualitative interview findings from one-on-one interviews as they related to the research questions, and (c) conclusions with a final presentation of the summary of data findings for each section and any corroborated findings between the two sets of data.

The purpose of this study was to examine veteran teachers' self-admitted levels of engagement in site based professional development and the alignment of those perceptions to the assumptions about adult learners outlined in the adult learning model of andragogy. The participation rates in both the survey and qualitative interviews along with the qualitative and quantitative findings will be addressed as they pertain to the four research questions identified for this study:

1. How do veteran teachers' self-report their levels of engagement in site-based professional development? (Quantitative and Qualitative)

2. Which assumptions of andragogy do veteran teachers rate as most influential in strengthening or weakening their engagement in site-based professional development? (Quantitative and Qualitative)

3. What do veteran teachers perceive to be the most influential factors affecting their engagement in site-based professional development? (Qualitative)

4. To what extent do the qualitative results on engagement in site-based professional development agree with the interview data on engagement in site-based professional development for veteran teachers? (Quantitative and Qualitative – Results Converged)

Quantitative Findings

Response Rate. A total of 42 respondents attempted the survey using the Qualtrics system; however, only 22 respondents qualified based on the requisite for the number of years of experience to fall within a seven to 18 year band. Of the 22 qualified respondents, 15 actually completed the survey which reflects a 68.1% response completion rate amongst eligible participants. The district was unable to provide statistics by secondary schools of teachers and their number of years of experience; therefore it was unclear how many potential respondents existed amongst the 5 schools that made clear commitments to communicate the opportunity for study participation to their schools. Of the attempted responses, years of experience ranged from one to 42 years of experience. Of the respondents that qualified for the study, participants with nine years of experience (26.7%) and 15 years of experience (20%) demonstrated the highest level of participation in the study. Additionally, the majority of respondents identified themselves

as high school teachers (80%) followed by the remaining being middle school teachers (20%). Sixty percent of participants in the survey identified themselves as literacy teachers followed by twenty percent, respectively, identifying as math and Special Education teachers and 6.7%, respectively, as science and intervention teachers. (Note: three teachers identified dual content areas: one as math and special education, one as literacy and English Language Acquisition, and one as literacy and intervention). The demographic data of participants are summarized in Table 4.1.

Table 4.1

Demographic Characteristics

Characteristic	Frequency	Percent
Teaching Assignment		
Middle School	3	20.0
High School	12	80.0
Content		
Literacy/English	3	16.7
Math	9	50.0
Science	1	3.6
Intervention	1	3.6
English Language Development	1	3.6
Special Education	3	16.7
Total Years Teaching		
7 to 10	6	40.0
11 to 14	3	20.0
15 to 18	6	40.0

In Table 4.2, the breakdown of professional development that is experienced at

respondent sites shows both Data Teams/Professional Learning Communities and

Building/Whole Staff Professional Development at 80% as the most highly reported

forms of professional learning occurring at respondents sites

Table 4.2

Number and Percentage of Types of Professional Development at School Sites

Item	N	Percent (%)
Building/Whole Staff Professional Development	12	80%
Data Teams/Professional Learning Communities	12	80%
Administrative Support	11	73%
District Coaches/Consultants	11	73%
Assigned Mentors	11	73%
Teacher Leaders	10	67%
Instructional Support Teams	7	47%
Co-Teaching Model	8	53%

When reporting the type of professional development respondents most often participated

in, Table 4.3 shows 46.7% of respondents report Professional Learning

Communities/Data Teams as the type of professional development most regularly

participated in followed by 40% of respondents reporting Building/Whole Staff

Professional Development. Coaching and Department/Content professional development

followed, both with 6.7% of reported participation. There was a range for reporting

frequency of participation in professional development with 40% of respondents

reporting participation in site-based PD at least twice or more per month, followed by

33.3% reporting participation two or more times per week and 26.7% at once per week

(Table 4.4).

Table 4.3

Types of Professional Development Most Often Participated in at School Sites

Item	N	Percent (%)
Building level whole staff professional development	6	40%
Department/Content professional development	1	6.7%
Professional Learning Communities (PLCs)/Data Teams	7	46.7%
Coaching Support	1	6.7%

Table 4.4

Frequency of participation

Item	N	Percent (%)
Once a week	4	26.7%
Two or more times per week	5	33.3%
Two or more times per month	6	40%

Research Question #1. How do veteran teachers' self-report their levels of

engagement in site-based professional development: Quantitative Analysis. The first

research question addresses how veteran teachers' self-report their levels of engagement

in site-based professional development. Respondents were asked several questions about

different conditions that influence their level of engagement, which were designed to

align to the tenants of andragogy. The highest agreement percentage (87%) indicated

respondents' support of the following two statements: "timing of professional

development aligns to current needs as a leaner" and "having internal motivation" (Table

4.5). The lowest percentage score indicated teachers' disagreement with the statement,

"feeling like a dependent learner during the professional development." It is also

indicated that teachers strongly agreed that their engagement was higher when the

following conditions were in place:

- Self-electing to participate in the professional development. (80%)

- Evidence of consideration of past knowledge and expertise (80%)

- Having appropriate background knowledge to access the new learning. (86%)

- Applicability to day to day work experiences (80%)

- Contextually relevant content in the professional development (80%)

Table 4.5

Agreement Levels of Teachers for Tenants of Adult Learning Theory in Relation to Site-Based Professional Development

N 15	% Extremely Engaged	% Mostly Engaged	% Slightly Engaged	% Not at all Engaged
Need to Know				
1. Understanding the purpose of the learning prior to participation.	27	47	27	0
2. Being involved in planning the professional development.	27	33	13	27
3. Knowing other teachers were involved in planning the professional development	27	33	13	27
4. Viewing the learning experience as a need to "Close a gap" from where I am to where I want to be as a teacher.	53	20	20	7
Self-Concept				
5. Feeling like a dependent learner during the professional development.	7	27	53	13
6. Feeling like a self-directed learner during the professional development.	40	13	40	7
7. Self-electing to participate in the professional development.	47	33	7	13
8. Being required to participate in professional development.	33	40	20	7
Role of Learner's Experiences				
9. Individualization of the teaching strategies used in PD	33	40	27	0
10. Individualization of the learning strategies used in PD	33	27	40	0
11. Evidence of consideration of your past				

experiences	40	33	27	0
12. Evidence of consideration of your knowledge and expertise.	47	33	20	0
Readiness to Learn				
13. Timing of the professional development aligns to your current needs as a learner.	40	47	13	0
14. Having the appropriate background knowledge to access the new learning.	33	53	13	0
Orientation to Learner				
15. Applicability to your day to day work experiences	60	20	20	0
16. Contextually relevant content in the professional development	40	40	20	0
Motivation				
17. Having internal motivation to learn	60	27	13	0
18. Wanting to immediately try on the new learning in your planning and/or instruction.	53	13	27	7
Overall Rating of Engagement				
19. How would you rate your overall level of engagement in your school-based professional development experiences?	7	47	47	0

Respondents were also asked their overall engagement in their site-based professional development. 54% rated their engagement level as extremely and mostly engaged while 47% rated their engagement as somewhat engaged. Additionally, in the qualitative interviews, respondents were asked how they would rate their level of engagement on a

scale of one to five with five being high. The mean response was 3.86 with four of the seven respondents reporting a rate of engagement at four or higher.

Research Question #2. Which assumptions of andragogy do veteran teachers rate as most influential in strengthening or weakening their engagement in site-based professional development: Quantitative Analysis. The second research question addressed which *assumptions of andragogy* veteran teachers rated as most influential in strengthening or weakening their engagement in site based professional development. Items for the survey were designed to align to the different assumptions of andragogy; however a factor analysis did not yield the factors identified during the survey design. The research is not in agreement about what N constitutes a large enough sample size for a reliable factor analysis; however, several studies suggest an N significantly larger than the 15 that was obtained for this study (Gorsuch, 1990; Kline, 1979; & Suhr, 2006). Due to the small sample size of this study, a factor analysis did not result in a statistically verifiable distinction amongst survey questions based on the different elements of andragogy they were aligned to during their design.

Basic descriptive statistics were run on the data set aligning to each question and are depicted in the table below; however, the results pertaining to research question #2 will also rely on the qualitative responses discussed in the latter section reporting qualitative results. Table 4.6 shows that the assumption, Orientation to Learner, yielded the highest mean at 3.30 followed by Readiness to Learn at 3.23 and Role of Learner's Experiences at 3.10. The assumption with the lowest calculated mean was Learners Self-Concept with a mean of 2.82.

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Table 4.6

Descriptive Statistics for Alignment to Andragogical Assumptions

N 15	Minimum	Maximum	Mean	Std. Deviation
Need to Know (#s 1-4)	1	4	2.85	1.055
Learner's Self-Concept (#s 5-8)	2	4	2.82	1.0
Role of Leaner's Experiences (#s9-12)	2	4	3.10	0.817
Readiness to Learn (#s13-14)	2	4	3.23	0.679
Orientation to Learner (#s15-16)	2	4	3.30	0.794
Motivation (#s17-19)	1	4	3.02	0.915

Qualitative Analysis

For the qualitative portion, originally 12 potential respondents expressed interest in participation in the qualitative interviews. After pre-screenings to determine number of years of teaching experience was completed, the researcher determined that only 7 of the respondents were eligible to participate. This section will include a description of the respondents and the analysis of their interviews, after which, the researcher continues to present findings organized by the research questions as was done in the quantitative section above.

Participant Descriptions. Participant 1 (P-1). Participant 1 is a female and has been teaching for a total of eight years. P-1 has a bachelor's degree in secondary education

with certification in special education. The participant is currently teaching special education and works as a cooperative teacher in literacy.

Participant 2 (P-2). Participant 2 is female and has been teaching for 15 years. P-2 has a bachelor's degree in secondary education with and endorsement in English and a master's of fine arts degree in theatre. The participant is currently a literacy teacher at the high school level.

Participant 3 (P-3). Participant 3 is a female and has been teaching for 18 years, three of which were spent teaching overseas. P-3 has a bachelor's degree in English and a master's degree in secondary education. The participant is currently a literacy teacher at the high school level.

Participant 4 (P-4) is a female and has been teaching for 18 years and has earned state level recognition for her student growth results. P-4 has a bachelor's degree in secondary education with an endorsement in English and a master's degree in reading. The participant is currently a literacy teacher and teacher leader.

Participant 5 (P-5) is a female teacher and has been teaching for 10 years. P-5 has earned state level recognition for her teaching practices. P-5 has a bachelor's degree in history and geography and a master's degree in curriculum and instruction with an emphasis in secondary social studies education. The participant is currently a social studies teacher at the high school level and also serves as a professional development coordinator for her school.

Participant 6 (P-6) is a female teacher that has been teaching for 6 years. She took four years off during her teaching tenure to raise her children. P-6 has a bachelor's degree in English and a master's degree in secondary education. The participant teaches high school English.

Participant 7 (P-7) is a female teacher that has a bachelor's degree in elementary education and teaching and a master's degree in Linguistically Diverse Learners and a certification in educational leadership. The participant serves as a teacher coach and also works as a Literacy teacher.

Research Question #1. How do veteran teachers' self-report their levels of engagement in site-based professional development: Qualitative Analysis. The first research question addresses how veteran teachers' self-report their levels of engagement in site-based professional development. For this study, professional development was defined as a "comprehensive, sustained, and intensive approach to improving the effectiveness of teachers' … in increasing student achievement" (National Staff Development Council, 2009). Interview participants were asked to provide their own definition of professional development. Two definitions that emerged among the majority of participants were: (a) professional development is learning that increases teacher effectiveness and (b) professional development is an opportunity for teachers to reflect on their practice. P-3 described it as, "anything that helps me grow in my teaching practice. Anything that helps me think differently about what I am doing to reach kids and how I am thinking about my instruction…anything that touches the classroom." P-7 described it as "any organized method of trying to increase and improve my teaching strategies."

These definitions aligned closely to the way in which professional development was being defined for the purpose of this study

When asked to rate their overall engagement in school-based professional development on a scale of 1-5 with 1 being low and 5 being high, participants varied in range. The mean rate of reported engagement was a 3.86 rating. Participants identified various reasons for their ratings. The most commonly relayed reasons given for the reported ratings for engagement were as follows:

- New ideas to use in different context for collaboration (P-1 & P-6)

- Alignment to school needs (P-1 & P-3)

- Differentiation for the various needs of participants (P-2, P-3 & P-4)

- Role or involvement in facilitating, presenting, or planning (P-4 & P-5)

- Learning from others through reflection (P-4 & P-5)

Additionally, the majority of participants (five) deemed the professional development they regularly participate in at their schools as valuable; whereas one reported it was not valuable and one reported it was somewhat valuable. Participants described a variety of reasons for why it was deemed valuable. The notion that effective learning happens when they are able to learn from different perspectives was regularly reported (P-1, P-4, & P-5). One participant thought the following:

"I am limited in my perceptions based on how I see students, teachers and the school community. I can only grow so much based on my own reflection about my day to day interactions. I need the assistance of other people. I need to hear a

critique about a system in order for me to perceive what is going on in a different way (P-5)."

Additionally, other participants that reported their PD as valuable found their PD to be easily applicable to the classroom, connected to what they were doing, and enhanced through positive relationships with their colleagues (P-1, P-4, P-5, P-6, and P-7).

The participant that reported they did not find their PD valuable and the participant that found their PD somewhat valuable had similar themes about wanting the learning to have more of a direct impact on their instructional practice. The "no" participant believed that the content was not relevant because they already knew it and had applied it. "My hope in the beginning was that the instruction would show us how to accelerate, how to develop and have a more sophisticated application but it just stayed the same" (P-2). This participant expounded further about why their professional development did not address what they perceived were the actual needs of the school:

> "The level of professional development is not well developed to address the real learning target or the learning problems that we have. We need to accelerate learning so that our students can accelerate their progress so that they can reach proficiency within a school year rather than making one year's growth because our student are significant behind."

P-3 found their professional development somewhat valuable and felt they were "spinning their wheels" and shared similar sentiments as those of P-2 regarding the desire for PD to move towards impacting instruction.

Research Question #2. **Which assumptions of andragogy do veteran teachers rate as most influential in strengthening or weakening their engagement in site-based professional development: Qualitative Analysis.** The second research question addressed which *assumptions of andragogy* veteran teachers rated as most influential in strengthening or weakening their engagement in site based professional development. Recall that the assumptions of andragogy are:

1. The need to know
2. The learner's self-concept
3. The role of the learner's experiences
4. Readiness to learn
5. Orientation to learning
6. Motivation

Each interview participant was asked to read the descriptions associated with each assumption of andragogy along with the following question based on an idyllic state:

Based on these descriptions (descriptions were listed), take a moment to think about your past experiences. Identify the assumption you believe is most influential in affecting your engagement in school-based professional development.

a. Please explain why you chose that assumption.

b. Please explain how that assumption influences your engagement.

Interviewee responses are depicted in Table 4.7 to show the frequency of both general

and embedded responses. All assumptions were identified at least once except "Role of

Learner's Experiences" when respondents were directly asked which assumption they

believed to be most influential in their ideal state; however, other assumptions were

embedded within participants' responses. According to analysis of responses,

Orientation to Learning resulted in the most frequent references. Orientation to learning

reflects the life-centered quality of adults and the expectation for learning to be

contextually relevant to their lives. P-1 said about Orientation to Learning:

> "The piece that I found really important there is it has to be relevant to real life
>
> situations. If it's something that is not going to directly affect me in my
>
> professional or personal life I won't be engaged. The key thing I saw in that
>
> statement was it had to be relevant…When I have to go to professional
>
> development that has no bearing on what I have to do, even if the speaker is good,
>
> I still don't see the point in being there."

Following was Readiness to Learn, the attribute where adults become ready to learn those

things they need to know and be able to do in order to cope effectively with their real-life

situations;

Table 4.7

Self-identified assumptions believed to be most influential.

	General Response	Embedded Response	Overall
Assumptions of Andragogy	Frequency	Frequency	Frequency
The Need to Know	1	0	1
Self-Concept	1	1	2
Role of Learner's Experiences	0	0	0
Readiness to Learn	1	2	3
Orientation to Learning	2	2	4
Motivation	2	1	3

and Motivation, the belief that adults are internally driven to learn, respectively. P-7 felt

that Readiness to Learning was most applicable to how they define their engagement

because:

> "It talks about content that aligns to the current development or life experience so
>
> being able to see how this fits in to what I am already doing, to see those
>
> connections right away – not as something that's either unattainable or something
>
> that I did four years ago and it doesn't fit in anymore…the idea that it's fitting of
>
> something that I need to know; something that is going to benefit me and my
>
> kids."

As it pertained to motivation, P-3 and P-4 both expressed similar desires to refine their

craft through professional development in an effort to become better and improved in

their practice:

"For me it is about my self-esteem and my job satisfaction. I just feel like I have

to know everything I can possibly know to feel good about myself and the job that

I am doing…Because I am always motivated to be better, I always expect to be

getting better so one of the primary ways you get that is through professional

development (P-4)."

Research Question #3. What do veteran teachers perceive to be the <u>most influential</u>

<u>factors</u> affecting their engagement in site-based professional development:

Qualitative Analysis.

Whereas question number one addressed veteran teachers' self-reported levels of

engagement in site-based professional development and question two focused on the

assumptions of andragogy veteran teachers identified as impacting their engagement in

site-based professional development, the third research question addressed what factors

veteran teachers perceived to be the most influential factors affecting their engagement in

site-based professional development. This information was obtained from the survey's

open-ended response items and from the questions posed to interviewees during the

qualitative interview data collection. Table 4.8 below displays the frequency of responses

from the survey according to themes and their alignment to the assumptions of

andragogy.

Table 4.8

Frequency of open-ended responses aligned to assumptions of Andragogy

Theme	Frequency	Alignment to Assumption
Self-directedness	2	Self-concept
Seeing a reason for the work	1	Need to know
Improving learning for students	6	Readiness to Learn
Relevance	3	Orientation to Learning
Applicability	3	Orientation to Learning

Readiness to Learn and Orientation to Learning were the most frequently referred to assumptions in open-ended items from the survey. Some of the comments respondents made in alignment to Readiness to Learn strongly emphasized the desire for teachers to improve their instructional practice through professional development in a way that would impact student learning:

- "It's all about my success. I'm not successful if my kids aren't learning and showing strong achievement on tests."

- "The sole purpose of professional development is to increase the teacher's effectiveness so that the teacher can maximize student learning."

- "In order for me to do my job I need to meet the needs of my students if I am not teaching them in a way that reaches their needs then I am not doing what is best."

Responses that revealed alignment to Orientation to learning focused on relevance and ability to apply the learning. One respondent stated, "PD is more engaging when it is

something that I know I will be using in my classroom, or it is something that will strengthen my knowledge and practice." Another responded, "If professional development is relevant to my needs and my students I will attend excitedly. If not I am not very motivated to go."

Similar concepts were revealed during the qualitative interviews with teachers when they were asked to describe characteristics of professional development they are most and least engaged. The idea of relevance and applicability came up numerous times as indicators positively influencing engagement in PD. P-7 discussed relevance as it pertains to professional development by saying, "I'm most engaged if the professional development…is something I need or something my students need where I can see a connection directly between the professional development and what I do each day." Similarly P-2 felt engagement occurred when "there is relevance to my classroom." As it pertains to applicability, P-4 said, "It is essential that I can see the direct application to improving student achievement…I need to see the connection."

Other concepts that emerged were getting new ideas, working in collaboration with colleagues, and the quality of the presenter and presentation methods, which align to the assumption Role of Learner's Experiences, which emphasizes that the best resource for learning resides within the adult learners themselves and should reflect experiential learning techniques. Participant three stated:

"I am engaged in professional development when it is new; and that can be a new twist on an old thing. For example there was a new twist on UBD and it was transferrable knowledge, that rejuvenated me (P-3)."

Inversely, respondents reported feeling disconnected from PD when it was redundant and taught them ideas or concepts they were already familiar with or felt they had already developed a grasp on as a practitioner.

"I move really fast and I struggle if we are doing the same thing over and over again…If it is designed for people who don't come with some of the basic criteria or knowledge or know how, that can move to slowly for me if is stuff that I already do (P-5)."

The ideas expressed by P-5 were mirrored in the comments of P-2, P4, and P-7 who all shared similar sentiments about redundancy pushing them towards disengagement. As well, the idea of engagement being influenced by the facilitator or the facilitator's methods of delivery was mentioned. Various methods mentioned that encourage engagement were:

- Participating in an activity, not lecture (P-1, P-2)
- Trying on what is being taught (P-1)
- Opportunity to share successes and problem solve (P-5)
- Working in groups (P-6)

Respondents also reported the impact their perception of the credibility of the facilitator played in their engagement (P-1, P-4, & P-7). One respondent described the need for credibility as follows:

"First of all, I feel most engaged when the facilitator is a learned person and they know what they are talking about. I feel most engaged when I feel that it is someone that has practiced this (P-4)."

P-2 described specific professional development where their belief about the facilitator impacted their perception on the quality of the professional development:

"One of the people that have been most responsible has not been terribly experienced as a teacher and I think it just fell in his lap. The professional development has been more like what's in a book that I read or search the internet for something to do…it never progressed beyond that initial phase. There is no way to take that learning and apply it in a way to accelerate learning. We are stuck in a remedial phase of learning."

P-7 also held similar views with a focus on whether or not the PD was based on research or data, "if there is no proof or research or data or nothing to back up what the professional development is talking about…then I am less engaged." Other factors pertaining to the facilitator that were reported included the level of preparedness of the facilitator (P-2):

"PD was not prepared. They would Xerox something, you would read it and turn and talk. That was it...It suggests that there is not any real thought to what we are

doing in terms of professional development. I think that over time you have taught

them (your faculty) to tune out."

As well, engagement would be impacted if the participant felt the facilitator was not

being responsive to the needs of the audience (P-2, P-4, P-7) of if the facilitator had an

engaging presence and presentation format (P-1, P4, P-5, & P-6). P-5 had the following

to share about a disengaging learning experience with a facilitator:

> "It was an 8 hour lecture. None of the PowerPoint slides went with what she was
>
> saying. She didn't have any activities. There was no way to process the
>
> information. It wasn't interactive. It didn't relate to your planning. There were no
>
> specific strategies. It was all theory…So I was like what does this look like when
>
> I am interacting with kids…it was probably the most excruciating professional
>
> development I have ever been to. We actually got yelled at by the principal for
>
> our behavior because as a staff we were not paying attention (P-5)."

On the contrary, P-4 described a highly engaging experience of professional development

that was attributed to the facilitator's presence and presentation methods:

> It was effective because he tells a lot of stories. He had a lot of real school
>
> experiences…he really does a lot of real sort of role-play with the teachers…and
>
> has some of them pretend they are somebody like a supervisor, so he's kind of
>
> funny…I feel like he does make complicated things simpler. Of course he always
>
> has the visual on the screen…he uses a scenario and gets you into groups to work
>
> on it. He's not just talking.

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Research Question #4. To what extent do the qualitative results on engagement in site-based professional development agree with the interview data on engagement in site-based professional development for veteran teachers: Quantitative and Qualitative Data Convergence. Research question #4 addresses to what extent the qualitative results from participant interviews and from the open-ended response items on the survey agree with the quantitative data from the survey on engagement in site-based professional development for veteran teachers. Teachers were asked to rate their engagement in site based professional development on the survey and in their qualitative interviews. Both sets of results indicated over 50% of participants described themselves as positively engaged in their professional development experiences at their sites. On the survey, 54% of respondents reported being extremely or mostly engaged in their site-based professional development. During the qualitative interviews, respondents were rated themselves on a scale of 1 to 5 with 1 being low and 5 being high. The mean response rate was 3.86 with four of the seven respondents reporting a rate of engagement at 4 or higher.

Next, both the qualitative and quantitative results were analyzed to identify which tenants of andragogy respondents most regularly reported as being influential to their overall engagement in site-based professional development. The tenants that clearly emerged as being consistently reported across both the qualitative and quantitative results: Orientation to Learning and Readiness to Learn. Basic descriptive statistics were run with the data sets for each set of questions that aligned to the different assumptions of Andragogy. The questions aligning to Orientation to Learning yielded the highest mean

at 3.30 followed by Readiness to Learn at 3.23. As well, in the open-ended responses in the survey, the question was asked regarding the factor that most significantly influenced the respondents' engagement in site-based professional development. The responses were analyzed and tagged for their alignment to the assumptions of Andragogy. The assumptions yielding the most frequent responses were Orientation to Learning and Readiness to Learn (see Table 4.8). Within the qualitative interview results, Orientation to Learning yielded the highest frequency when interviewees were directly asked to identify, based on the definitions, which assumption most reflected the factor that influenced their engagement the most. In both their direct and embedded responses, Orientation to Learning was described most frequently followed by Readiness to Learn and Motivation respectively.

Noteworthy was the assumption Role of Learner's Experiences which had the third highest mean in the quantitative responses at 3.10. Although this assumption was not identified directly by participants when asked to identify which assumption they believed most influenced their engagement during the qualitative interviews, concepts emerged through interview responses that correlated to Role of Learner's Experiences such as activity based learning, application of learning, collaboration, and influence of perceptions on facilitators' effectiveness.

Both sets of data also revealed the assumptions that were least reported as having an impact on respondents' beliefs about factors influencing their engagement. In the quantitative results, Learner's Self-Concept yielded a mean of 2.82 followed by Need to Know with a mean of 2.85. In the open-ended survey item the question that asked the

factor that most significantly influenced the respondents' engagement in site-based professional development resulted in The Need to Know with the second lowest reported frequency at 1 and Self-Concept at the third lowest frequency at 2. Lastly within the qualitative interview results, Need to Know was described infrequently at 1 along with Self-Concept at a frequency of 2.

Summary

This chapter presented the results from both the quantitative and qualitative phases of the study. Both qualitative and quantitative results answered questions one, how do veteran teachers' self-report their levels of engagement in site-based professional development; two, which assumptions of andragogy do veteran teachers rate as most influential in strengthening or weakening their engagement in site-based professional development, and four, to what extent qualitative results agree with the interview data on engagement in site-based professional development. Question three, what do veteran teachers perceive to be the most influential factors affecting their engagement in site-based professional development, was answered solely by the qualitative data.

For this study, professional development was defined as "comprehensive, sustained, and intensive approach to improving the effectiveness of teachers' … in increasing student achievement" (National Staff Development Council, 2009). In the qualitative interviews, participants defined professional development. The two ways professional development was most commonly defined were: (a) learning that increases teacher effectiveness and (b) an opportunity for teachers to reflect on their practice. These

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definitions aligned closely to the way in which professional development was being defined based on the literature for the purpose of this study. Overall, the majority of teachers demonstrated positive attitudes towards their current engagement in site-based professional development. Fifty-four percent of survey respondents indicated they were either extremely or mostly engaged in their current school-based professional development experiences. Interview participants reported a 3.86 mean when asked the same question using a scale of one to five with one being the lowest and five the highest. Within the survey, teachers reported their highest agreement with the statements: "timing of professional development aligns to current needs as leaner" and "having internal motivation" (both at 87%) followed closely by "having appropriate background knowledge to access the new learning" (86%).

The survey questions were written to assess respondents perceptions of their engagement in an ideal state and the questions were aligned to the six assumptions of andragogy. The highest combined means resulted for questions aligned to the assumption of Orientation to Learning (3.30) followed by Readiness to Learn (3.23). The two assumptions that were most frequently reported by participants in their responses as impacting their engagement in an ideal state were Orientation to Learning, Readiness to Learn, and Motivation. When results were merged between both the quantitative and qualitative data, the two assumptions that were most frequently reported across both data sets were Orientation to Learning and Readiness to Learn; however, there were also strong indications of indirect correlation of responses to the assumption Role of Learner's Experiences. The meaning and interpretation of the key findings of the quantitative,

qualitative, and mixed results are discussed in Chapter 5 along with implications of the

results for professional development practitioners and recommendations for future

research.

Chapter 5

Discussion

This chapter will build on the results presented in Chapter 4 and will restate the major findings of this study and provide a discussion about the meaning of the findings and why they are important. Recommendations will be presented for site-based professional developers and other stakeholders, along with directions for future research.

The goal of this study was to develop a more comprehensive understanding of the andragogical assumptions that most heavily influence engagement of veteran teachers in site-based professional development to provide better insight for engaging teachers in professional learning in an effort to ultimately promote acquisition of new learning and application. The use of these assumptions as a premise and guide for planning effective professional learning for experienced teachers will help move professional development from an experience to an action. These actions include the acquisition of new knowledge pertaining to practice, positive change in teacher attitudes, the development of discrete pedagogical skills, and transfer with measurable outcomes on student learning (Joyce & Showers, 2002). Professional development can only be deemed effective if the participants put the knowledge and skills into action, resulting in improved instruction and student learning (Mizell, 2010).

More recent studies have been conducted to evaluate the impact of teacher development efforts on teacher practice. One such study, "The Mirage: Confronting the hard truth about our quest for teacher development" (The New Teacher Project, 2015), examines what teacher development efforts result in widespread teacher improvement. The study found that while districts are making significant financial investments in professional development, there does not appear to be much improvement amongst teachers, particularly teachers in the span of 10 years of service and beyond. Furthermore, there was nothing to distinguish what professional development strategies would result in improved teacher practice. The study also found that, in cases where teachers do demonstrate improvement, there was nothing to clearly delineate what development strategy contributed to their growth.

Similar findings were uncovered in the study, "Teaching the Teachers: Effective professional development in an ear of high stakes accountability" (Gulamhussein, 2013) where it was determined most professional development is ineffective and does not change teacher practice or improvement of student learning. Findings such as these further substantiate why there is a need to focus on teacher engagement in professional development. Engagement serves as the entry point into the learning experience. If teachers are not engaged in the experience it is likely they were not cognizant enough during the learning experience to reflect on their practice and consider methods for implementation let alone demonstrate evidence in the classroom of application of the learning to practice. Methods to facilitate engagement are critical considerations for

planning effective learning experiences for teachers because lack of engagement may result in minimal to no return on investment of time and resources.

Discussion of Findings

Overall findings suggest that veteran teachers will be more fully engaged in their site-based professional development when two specific assumptions of andragogy are at play: Orientation to Learning and Readiness to Learn. The qualitative results support and illustrate the quantitative findings, which indicated the majority of respondents believe their learning needs to align to the context of their actual day to day professional experiences, and, that their motivation is driven by the relevance of the learning as it relates to their real-life experiences as educators. Furthermore, teachers also indicated that their internal motivation is a significant factor that influences their engagement. Beyond the context of the six assumptions of andragogy, other themes also emerged and will be further discussed in the subsequent section such as learning new ideas, alignment to school needs; differentiation for varying needs; applicability; perceptions of the facilitator; and role and involvement in planning, facilitating, and/or presenting. In the following sections, the researcher explains the findings and implications of the following: (1) teachers' definitions of professional development, (2) overall engagement of teachers in professional development, (3) the andragogical assumptions at work in this study, and (4) emerging themes that reportedly impacted teacher engaged.

Definition of professional development. First, teachers defined professional development as learning that increases teacher effectiveness and provides opportunity for

teachers to reflect on their practice. This definition closely aligns with how professional

development was defined for the purpose of this study: "comprehensive, sustained, and

intensive approach to improving the effectiveness of teachers'… in increasing student

achievement" (National Staff Council, 2009). Furthermore, the research suggests that

professional development should be developed with the intent to improve student

learning. (Contreras, 2007; Darling-Hammond et al., 2009; & Shoemaker, 2013). The

context for how teachers reported their perceptions about professional development were

rooted in building-wide professional learning and professional learning communities as

those were the most highly reported forms of professional learning teachers described

participating in at their sites. Findings strongly indicated that teachers are more apt to be

engaged when they deem they are learning with a purpose to improve their practice and

impact student learning which will be discussed in later sections.

Overall engagement in site-based professional development. The first question in the

study examined how veteran teachers' self-report their levels of engagement in site-based

professional development and the second question of the study explored which

assumptions of andragogy veteran teachers rated as most influential in strengthening or

weakening their engagement in site-based professional development. Key findings

indicated the majority of veteran teachers are engaged: over half of teachers reported

being positively engaged in their site-based professional learning. Further, veteran

teachers identified specific attributes within professional development that resulted in

more highly reported engagement. One attribute participants selected suggests

professional development should be timed to support their current needs as learners,

which aligns to the assumption Readiness to Learn. The single question about "timing of professional development aligning to current needs as a learner" yielded an agreement level of 87%. The assumption of Readiness to Learn was reported as the second highest mean among the six assumptions in the survey and was the assumption believed to be most influential to engagement by two of the seven qualitative interview participants. This result supports other studies that found that professional development must be strategically developed and organized to reflect the challenges teachers face within the school they exist (Flores, 2005; Fullan, 1982; Purkey and Smith, 1983; Tate, 2009). Guskey (2000) identified intentionality as being essential to successful professional development and defined intentional professional development as a, "consciously designed effort to bring about positive change and improvement" (p.17). Guskey further discussed how professional development cannot be a randomized set of activities but it has to be clearly planned with deliberate goals and purpose. The added quality of being a veteran teacher and having a vast array of experience and knowledge makes the need for intentionality in planning of professional learning based on need even more necessary.

Another attribute discovered as being influential on veteran teachers' levels of engagement was the educator having the internal motivation to learn. This idea aligns to the andragogical assumption Motivation which purports that the most significant motivators are internally constructed and driven (Knowles et al., 2011). The single question about "having internal motivation" also yielded an agreement level of 87%. The assumption of Motivation was reported as the fourth highest mean among the six assumptions in the survey and was the main assumption believed to be most influential to

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engagement by two of the seven qualitative interview participants. Motivation is a characteristic that has been described as being a determiner for engagement in professional development (Van Der Kamps, 2002 & Wlodkowski, 2008). Generally, adult learners tend to lean towards learning experiences that are self-directed. Adults possess a self-concept resulting in a self-directedness that is more inherent and drives them towards learning experiences guided by their needs as learners (Knowles, 1988). In order for adult learners to tap into their self-directedness, a heightened level of motivation towards the learning must be possessed. The research suggests that motivation is associated with increased self-regulation, self-efficacy, and effort attributions which have been proven to increase learning outcomes (Kim, 2009 & Ley, 2005).

The findings previously discussed in this section somewhat align to the overall findings that revealed which assumptions most consistently emerged throughout the entirety of the study. The next section will discuss in more depth the two assumptions that emerged most consistently throughout the study as influential on engagement.

Andragogical assumptions most impactful to teacher engagement. Two assumptions of andragogy clearly emerged as positively impacting teacher engagement and were consistently aligned across both the qualitative and quantitative results: Orientation to Learning and Readiness to Learn. This was not surprising since Orientation to Learning and Readiness to Learn are such interdependent concepts (Houde, 2006). One's orientation to learning reflects their motivation to learn based on the premise that the learning will help them perform tasks or deal with problems that they encounter in their day to day work situations (Houde, 2006 & Knowles, M.S., Holton, E.F., & Swanson,

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R.A., 2011). Readiness to learn is about a leaner's willingness to learn ideas/concepts that they need to know and do in order to cope effectively within the context of their actual life and work situations (Houde, 2006 & Knowles et al., 2011). The two concepts are co-dependent and rely on each other as it pertains to a learner's readiness and desire to learn. In other words, the learning needs to be contextually relevant to what the learner needs for the work they are currently doing (Marshall & Hooley, 2006; Speck, 1996). These findings were supported in Conway's study (2009) which found the assumption of readiness was appropriate for application to mature adult learning experiences (similar to veteran teachers as they both are characterized by their experience). Conway also found that mature adults anticipate changes as they pertain to social roles and responsibilities and this requires attentiveness to the assumption of readiness to learn. This study indicated veteran teachers believe readiness to learn is an assumption influential to their engagement in site-based professional learning:

> "I'm most engaged if the professional development is …something I need or something my students need where I can see a connection directly between the professional development and what I do each day" (P-7).

This participant found professional development most meaningful when they saw an explicit connection to their needs in their day to day work. Several participants reported similar sentiments and made clear they needed to see a direct correlation to their work to be fully engaged in the learning experience (P-1, P-2, P-4, P-5, & P-7). P-2 also stated, "When I'm most engaged is when there is relevance to my classroom or something that makes me think about what I am doing in a new way." This notion further supports the

assumption of Readiness to Learn and Orientation to Learning because of the need for a

contextually relevant learning experience based on what the learner is currently

experiencing and in need of within their professional practice. Heimstra and Sisco (1990)

also indicated that mature adults tend to be motivated to learn due to a desire to solve

immediate problems in their lives, and, they want to depict a level of independence and

responsibility for their own actions. The findings and past research indicate that

professional development should be constructed in such a way that the learners' context

and needs are considered to ensure clear relevance to their day to day work.

Additional factors influencing engagement. Teachers provided additional context to

factors that influence their engagement. This study revealed that site-based professional

development needs to consider the impact of teachers' perceptions of the credibility of

the presenter and involve teachers in planning the learning, which both align to the

assumption Role of the Learner's Experiences.

The credibility and presence of the facilitator impacts a learner's willingness to

fully engage in a professional development learning experience. Participants openly

admitted that if the presenter was not seemingly prepared, knowledgeable, or interesting

they would easily become disengaged from the learning.

> …The person running it didn't know our staff and students beyond the numbers.
> It was really hard for it to be applicable to us to buy in to it because some of it
> didn't apply and some of it wasn't true of our kids or our teaching" (P-7).

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Effectiveness of the facilitator was found to be further supported in the research. Shoemaker (2013) found that a common characteristic of effective professional development included an engaging and qualified speaker. Contreras (2007) also found how knowledgeable the presenter was impacted how teacher's perceived the effectiveness of the professional development. Therefore, teachers need to either become more involved to some degree in the planning stages of the professional development, or, have clarity about why the facilitator is credible and suitable to guide the learning. Truscott and Truscott's (2004) believe that recognizing the teachers within your building and the strengths they possess creates a positive climate and reinforces new learning for teachers because they are honored as internal resources, and in turn, generate faster buy-in.

Additionally, the types of learning experiences facilitated by the speaker were also found to impact engagement. Results included the need for activity based learning as opposed to lecture, opportunities to "try on" the learning, and working in group formats. Contreras (2007) found hands-on activities were preferred amongst teachers. The report, "High Quality Professional Development for All Teachers" (Archibald et al., 2011) reported active learning and teacher collaboration as premises for effective professional development. Teacher collaboration is also heavily supported in the literature as an effective method for facilitation of professional learning (Baron, 2008; Cohen & Hill, 1998; Sparks & Hirsh, 2000, USDE, 2000; Yost et al., 2009).

Implications and Recommendations

This section will discuss the implications of the findings of this study and make recommendations for practice. Although this study is not comprehensive enough to fully generalize the findings, it does provide enough evidence to formulate considerations for practice that will impact how professional development is planned with veteran teacher engagement in mind.

Recommendations for practice. Based on the findings of this study several recommendations can be made to improve professional development at the site-based level to create appropriate conditions that support high-level engagement among veteran teachers.

First, the research and the results of this study support the recommendation that professional development needs to be differentiated to align to what teachers are experiencing at their sites, applicable to their day to day practice, and reflective of their needs as learners, which all align to the assumptions Orientation to Learning and Readiness to Learn. Facilitators should avoid one-size fits all professional development as it will only lead to increased disengagement from more experienced teachers. Additionally, the alignment of the content of the professional learning should be made explicit to teachers and should be adjustable based on evidence of engagement from each learning experience to the next. Planners should keep these two assumptions at the forefront of planning when thinking about ways to effectively engage veteran teachers in site-based professional development. Veteran teachers' needs are different than novice and early career teachers. Alignment for contextually relevant learning experiences that

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are immediately transferable into practice supports veteran teachers in increased engagement and ultimately, a wiliness and desire to stay on a path of learning and refinement. Veteran teachers have clearly expressed a desire to avoid the monotony and redundancy they are often subjected to; they want learning experiences that acknowledge their career stage, knowledge and expertise, and readiness for learning.

The second recommendation as a result of this study is for professional developers to ensure there is a clear correlation between the content of the professional learning and an impact on student achievement. When teachers know that the learning they are being exposed to has been proven to have an impact on student learning, they are more likely to be engaged. Furthermore, if the learning is immediately applicable and can be quickly transferred into practice, there is a greater chance participants will be engaged.

The third and final recommendation is around the facilitator and the facilitation methods used to engage veteran teachers in site-based professional development. Facilitators need to intentionally establish credibility by using research-based data-driven content and engaging experiences that require participants to interact with the content as well as other practitioners. If facilitators are not well prepared or they do not invoke a sense of assuredness that they know and understand the content they are delivering or leading learners in exploration around, the participants will likely disengage. As well, if the facilitators are not using credible content to formulate the focus of the learning, veteran teachers especially will disconnect. Veteran teachers have often been exposed to a variety of learning experiences, research, and content and have established a strong sensibility about the quality of the content they are entrusting to potentially use in their

practice. Finally, veteran teachers want to work with their colleagues to process through the learning and reflect on the impact it can have on their practice. Veteran teachers learn best by talking to other practitioners and hearing about new ways of thinking and doing to impact student learning. They cannot develop in isolation; veteran teachers need opportunities to grow their thinking through the learned experiences and expertise of their peers.

Future Research

The conceptual framework outlined for this study, Conditions for Veteran Teacher Engagement in Site-based Professional Development (see figure 5.1), was mostly validated; however, there were elements not substantiated by this study that will need further exploration. Learning over time and regular feedback on implementation did not emerge in the findings of the study and would need further examination to validate the framework as originally presented. This study was designed to examine teachers' perceptions about engagement in site-based professional development in the context of an ideal state. If the study had been designed to elicit responses based on current professional development experience at sites, issues pertaining to learning over time and the type of feedback provided from school leadership would better align within the context of the study. As a result, the framework was modified to reflect the elements of site-based professional development with four elements instead of six: intentionally planned, teacher involvement in planning, opportunity for application and reflection, and collegial collaboration. Figure 5.1 depicts the removal of learning over time and regular feedback on implementation.

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Figure 5.1. Revised Conceptual Framework based on Houston study – Conditions for Veteran Teacher Engagement in Site-Based Professional Development Version 2

Conceptual Framework – Conditions for Veteran Teacher Engagement in Site-based Professional Development
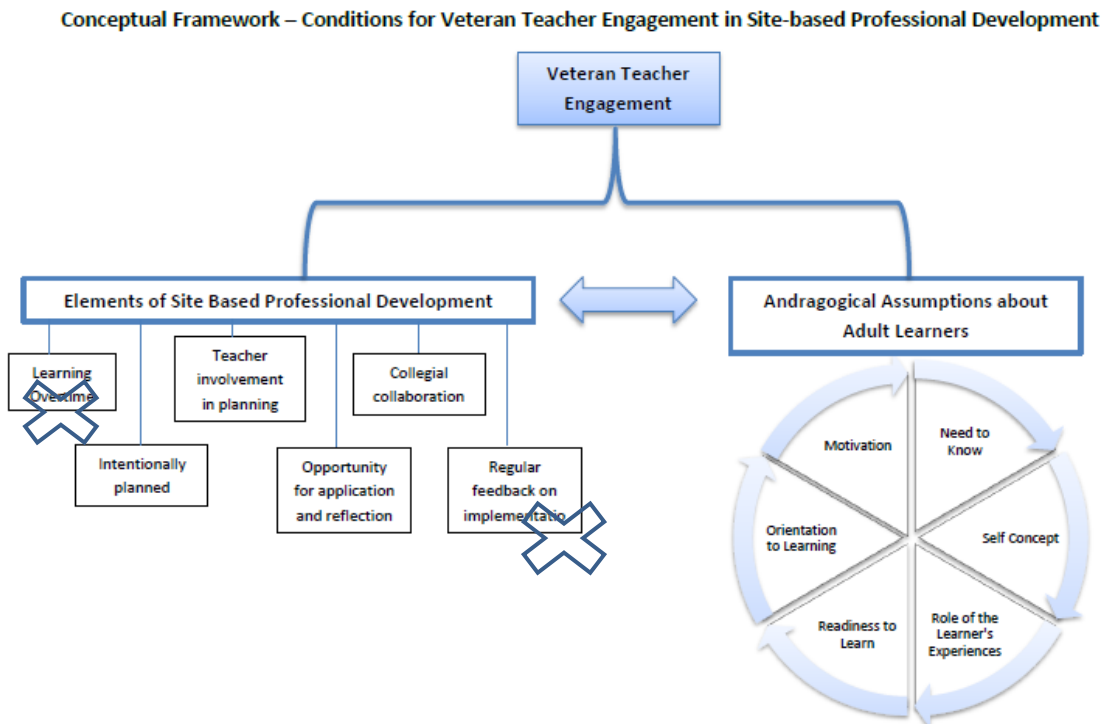
Recommendations for Further Research

The findings of this study suggest several opportunities for future study. First, there should be a replication of this study with a larger sample of teachers from across multiple districts and grade levels that fit within the band of 7 to 14 years of teaching experience. This would provide an opportunity to investigate the questions of this study to include a larger sample and to deduce more definitively generalizable findings. As well, a replication of this study should be done to include both veteran and non-veteran teachers to conduct a comparative study of perceptions of engagement in site-based professional development for further evaluation of the differences that may exist between veteran teachers and non-veteran teachers as it pertains to needs for engagement in site-based

professional learning. Additionally, the study revealed a high recurrence of the assumptions of Orientation to Learning and Readiness to Learn in the participant responses. Further research should be conducted to focus specifically on the assumptions of Orientation to Learning and Readiness to Learn to ascertain more specifically what aspects of these assumptions most heavily influence veteran teachers to be engaged in site-based professional development. As well, exploration into the elements of site-based professional development that create appropriate conditions for engagement amongst veteran teachers would support a more in-depth understanding for how to develop engaging learning experiences for this cadre of teachers. Furthermore, the results of this study revealed the top two types of professional development as whole school and professional learning communities. Continued research should be done that focuses specifically on whole staff or professional learning community site-based professional development to evaluate aspects of each type of PD and factors within them that impact engagement in site-based professional development. Lastly, a further exploration into how veteran teachers define and demonstrate engagement and a look beyond engagement to transfer into practice should occur to provide insight to the impact veteran teacher engagement in professional development has on actual integration of the learning into teachers' professional practices. Future research should aide in the development of a stronger blue-print and framework for *how* to plan effective site-based professional development that engenders the engagement of their veteran teachers, a population that has demonstrated stamina and sustainability in the profession.

Conclusion

These mixed methods findings are important because as teachers' time becomes more of a commodity with increased demands, such as heightened accountability as measured through revised teacher evaluations and supporting the diversity of learning needs students bring, veteran teachers potentially embark on feelings of burnout and monotonous practice. Any plans for site-based learning need to be intentionally planned using methodology to facilitate engaged learning through inclusive planning, collaboration, application and reflection on practice, all of which will ultimately support implementation and changed practice. Ingersoll and Kralik (2004) specifically warned of the risk if experienced teachers who remain in the profession are permitted to stagnate in their current roles without new learning opportunities. The briefing, "The Impact of Teacher Experience: Examining the Evidence and Policy Implications" (Rice, 2014) highlights studies that revealed experienced teachers are not showing significantly higher levels of effectiveness as compared to teachers with few years of experience. Rice suggests that experienced teachers are not staying current with curricular and pedagogical developments or that their declined performance could be a result of burnout and makes the suggestion that professional development should become more targeted to garner better results. The results of this study's investigation into factors impacting veteran teacher engagement in site-based professional development support why attentiveness to engagement is so critical in working to circumvent the potential stagnation and burnout that veteran teachers may experience. Teachers clearly indicated a need for professional development to reflect relevance, applicability, and alignment to their current needs as

learners. As well, teachers expressed a need for facilitators that are credible, and, that employ methods that garner engaging learning experiences through interactive learning structures and collaboration. If these conditions are not considered, it is likely teachers will walk away with no new learning and no changes in their approach or behaviors in the classroom. Moreover, the results of this study indicate the value of using andragogy as a framework for planning effective professional development; particularly the assumptions of Orientation to Learning and Readiness to Learn. The study also indicates that the elements of site-based professional development need to be further explored but are a good starting place to support professional developers at the site-level when considering ways to create engaging experiences for veteran teachers. Effectiveness is not a haphazard occurrence; it is cultivated and nurtured as educators continue to learn and refine their practices; therefore, we must assure the learning experiences provided to teachers are meaningfully and intentionally crafted to create conditions resulting in the transition from learning to action oriented improvement in practice.

Overall, teachers perceived their professional development to be engaging and found it beneficial to some degree. The next step is to figure out how to plan highly effective professional development for these teachers that is transferable and shows evidence of impact on student achievement. In order for this to take place there must be a high degree of intentionality when planning, delivering, and assessing for the effectiveness of site-based professional development.

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Appendices

Appendix A.

Andragogy in Practice Conceptual Framework

ANDRAGOGY IN PRACTICE
(Knowles, Holton & Swanson, 1998)
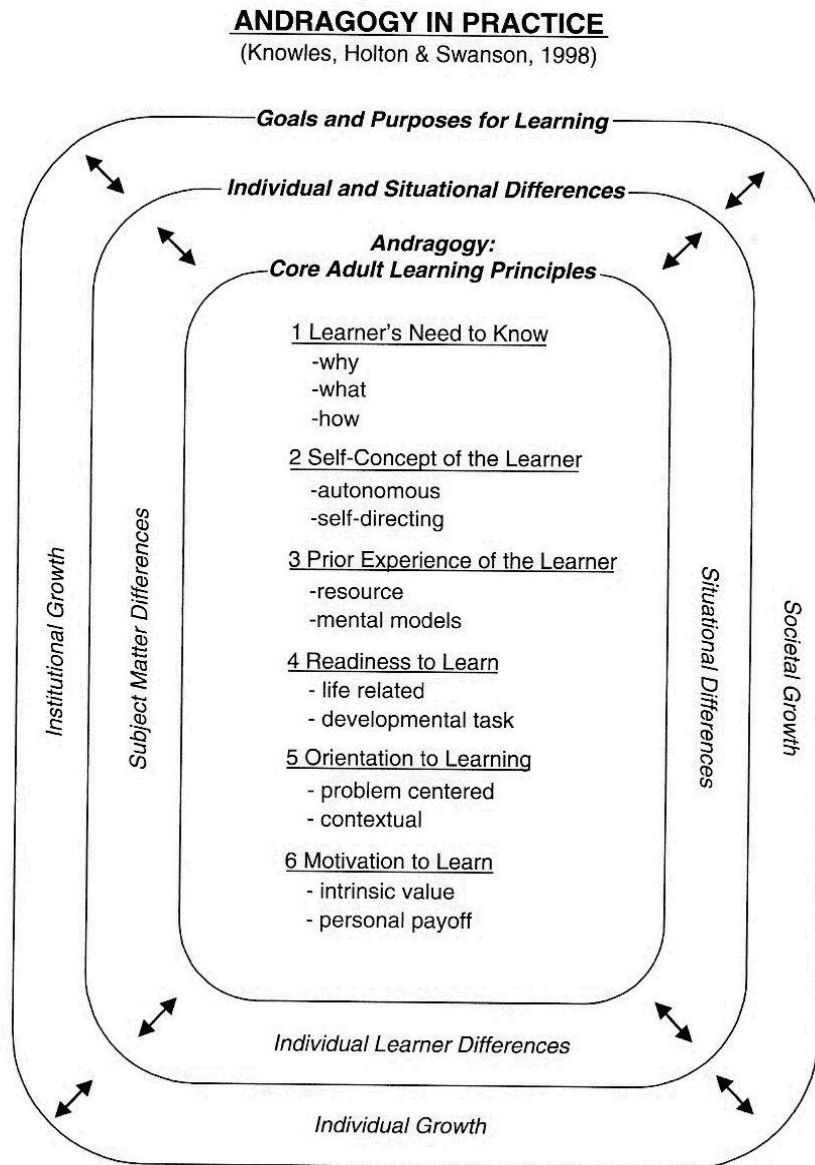
Figure 1-1. *Andragogy in practice (Knowles, Holton, and Swanson, 1998).*

Appendix B.

Informed Consent – Survey

Project Title: Veteran Teacher Engagement in Site-Based Professional Development

Principal Investigator: Biaze Houston

Faculty Sponsor: Dr. Nicole Russell

DU IRB Protocol #: 483052-1

You are being asked to be in a research study. This form provides you with information about the study. Please read the information below and ask questions about anything you don't understand before deciding whether or not to take part.

Invitation to participate in a research study

You are invited to participate in a research study about veteran teachers and their beliefs about factors that influence their engagement in school-based professional development. This study will work to investigate the following:

1) Your current attitude towards the profession of teaching.
2) Your perceptions about your engagement in professional development that would occur at your school-site.

You are being asked to be in this research study because the researcher feels your contribution will help professional development practitioners at school sites become better informed about practices that support adult learner engagement. This study is being conducted in partial fulfillment of the requirements for the degree of Doctor of Philosophy. The study is being conducted by Biaze Houston. Results will be used for the purpose of a dissertation.

Description of subject involvement

You will be asked to complete an online survey that will take about 15 to 20 minutes to complete. Participation will involve responding to six professional background questions, 20 agreement scale questions, and three open ended questions on a web-based survey system called Qualtrics about your perceptions about your engagement in professional development that would occur at your school-site.

Possible risks and discomforts

Participation in this project is strictly voluntary. The risks associated with this project are minimal. If, however, you experience discomfort you may discontinue the survey at any time. No service of any kind, to which you are otherwise entitled, will be lost or jeopardized if you choose to "not participate" in the study.

Possible benefits of the study

This study is designed for the researcher to learn more about factors that would help veteran teachers experience engaging professional development. If you agree to take part in this study, there will be no direct benefit to you; however, information gathered in this study will help to inform best practice for professional developers at the school-site level which will eventually lead to higher quality learning experiences for all teachers.

Study compensation

You will not receive any payment for being in the study.

Study cost

You will not be expected to pay any costs related to the study.

Confidentiality, Storage and future use of data

To keep your information safe, neither participants' names nor any other identifying information will be captured or collected during any stage of the online survey (opening of the survey, answering of questions, and submission). The Qualtrics system requires a username and password both of which are known only to the researcher and the Qualtrics system management team should technical support be needed. This is done to protect the confidentiality of your responses. Only the researcher will have access to submitted data and any reports generated as a result of this study will use only group averages and paraphrased wording. The data will be kept on a password-protected computer that is only used by the researcher. Data will be retained until the study has been approved and the researcher has finished all requirements for completion. The data will not be made available to other researchers for other studies following the completion of this research study. Upon completion of the final written report, successful defense of the dissertation and approval of the final written version of the dissertation, the researcher will destroy any records that include participant information. This includes deleting all computer based files and shredding any related paper documents.

The results from the research may be shared at a meeting. The results from the research may be in published articles. Your individual identity will be kept private when information is presented or published.

Who will see my research information?

Although we will do everything we can to keep your records a secret, confidentiality cannot be guaranteed.

Both the records that identify you and the consent form signed by you may be looked at by others.

- Federal agencies that monitor human subject research
- Human Subject Research Committee

All of these people are required to keep your identity confidential. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Also, if you tell us something that makes us believe that you or others have been or may be physically harmed, we may report that information to the appropriate agencies.

Voluntary Nature of the Study

Participating in this study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time. If you decide to withdraw early, the information or data you provided cannot be destroyed because it is not linked to you either directly or by a code.

Contact Information

The study is being conducted by Biaze Houston. Biaze Houston can be reached at (720) 838-8497 or Biaze.Miller@du.edu. This project is supervised by the dissertation advisor, Dr. Nicole M. Russell, Curriculum and Instruction Assistant Professor in the Morgridge College of Education, University of Denver, Denver, CO 80208 (303) 871-2487, Nicole.M.Russell@du.edu.

If the researcher cannot be reached, or if you would like to talk to someone other than the researcher or the supervising divisor about; (1) questions, concerns or complaints regarding this study, (2) research participant rights, (3) research-related injuries, or (4) other human subjects issues, please contact Paul Olk, Chair, Institutional Review Board

for the Protection of Human Subjects, at 303-871-4531, or you may contact the Office for Research Compliance by emailing du-irb@du.edu, calling 303-871-4050 or in writing (University of Denver, Office of Research and Sponsored Programs, 2199 S. University Blvd., Denver, CO 80208-2121).

Agreement to be in this study

I have read this information about this study. I understand the possible risks and benefits of this study. I know that being in this study is voluntary. I agree to participate in this study, and I understand that I may withdraw my consent at any time.

- ❑ Yes
- ❑ No

Signature: Date:

Print Name:

Appendix C.

Survey Instrument

Purpose of this Survey

Several theorists have cited the influence numerous factors such as self-directedness, motivation, perceived needs as a learner, and past experiences can have on how well received a learning experience is by an adult leaner. While there are many studies that work to explore adult learning methodology, few studies have honed in to specifically examine the perceptions of veteran teachers in terms of their engagement in school-based professional development. The purpose of this survey is to find out the following information:

1) Veteran teachers' self-admitted levels of engagement in site based professional development
2) The alignment of those perceptions to the assumptions about adult learners outlined in the adult learning model of andragogy

Definition of *engagement* as used within the context of this survey:

Engagement is the overall quality of effort and motivation in a professional development experience in which the teacher is a participant.

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Professional Background Questions

Directions: Check the answers appropriate for the question.

1) How many years have you been teaching? If fewer than 6 years please stop this survey.(**Check only one**)

2) What level do you teach? (**Check only one**)
    - ☐ Elementary (if selected, this survey is not for these participants)
    - ☐ Middle School
    - ☐ High School
3) What content area(s) do you teach? (**Check all that apply**)
    - ☐ All content areas
    - ☐ Math
    - ☐ Literacy
    - ☐ Science
    - ☐ Social Studies
    - ☐ Intervention
    - ☐ Special Education
    - ☐ ELA
    - ☐ Computer/Technology
    - ☐ Art
    - ☐ Music/Band
    - ☐ Drama
    - ☐ PE
    - ☐ Other _____ (Please specify)
4) What types of site based professional development occurs at your school? (**Check all that apply**)
    - ☐ Teacher Leaders
    - ☐ Visiting District Coaches/Consultants
    - ☐ Assigned mentors
    - ☐ Co-teaching model
    - ☐ Administrative support (principal, assistant principal)
    - ☐ Data Teams/Professional Learning Communities
    - ☐ Instructional Support Teams
    - ☐ Building/whole staff professional development
    - ☐ Other: _____
5) Please select the type(s) of professional development you participated in at your school last school year:
    - ☐ Building level whole staff professional development
    - ☐ Department/Content professional development
    - ☐ Professional Learning Communities(PLCs)/Data Teams
    - ☐ Coaching support

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- ☐ Mentor support
- ☐ Administrative support
- ☐ External Vendors providing building professional development
- ☐ Other: _____

6) How often did you participate in site based professional development? (**Check only one**)
- ☐ Two or more times a week
- ☐ Once a week
- ☐ Two or more times a month
- ☐ Once a month
- ☐ One or two times a quarter
- ☐ One or two times a semester
- ☐ One or two times a school year
- ☐ Not at all

Engagement Questions
   1) For the purpose of this study, engagement will be defined as follows:

Engagement is the overall quality of effort and motivation in a professional development experience in which the teacher is a participant.

Please rate your level of engagement in your most recent school-based professional development experience based on the following statements where 1

	1 **Not at all** **Engaged**	**2** **Slightly** **Engaged**	**3** **Somewhat** **Engaged**	**4** **Mostly** **Engaged**	**5** **Extremely** **Engaged**
1. Understanding the purpose of the learning prior to participation	**1** **Not at all** **Engaged**	**2** **Slightly** **Engaged**	**3** **Somewhat** **Engaged**	**4** **Mostly** **Engaged**	**5** **Extremely** **Engaged**
2. Being involved in planning the professional development	**1** **Not at all** **Engaged**	**2** **Slightly** **Engaged**	**3** **Somewhat** **Engaged**	**4** **Mostly** **Engaged**	**5** **Extremely** **Engaged**
3. Knowing other teachers were involved in planning the professional development	**1** **Not at all** **Engaged**	**2** **Slightly** **Engaged**	**3** **Somewhat** **Engaged**	**4** **Mostly** **Engaged**	**5** **Extremely** **Engaged**
4. Viewing the learning experience as a need to "close a gap" from where I am to where I want to be as a teacher	**1** **Not at all** **Engaged**	**2** **Slightly** **Engaged**	**3** **Somewhat** **Engaged**	**4** **Mostly** **Engaged**	**5** **Extremely** **Engaged**
5. Feeling like a dependent learner during the professional development.	**1** **Not at all** **Engaged**	**2** **Slightly** **Engaged**	**3** **Somewhat** **Engaged**	**4** **Mostly** **Engaged**	**5** **Extremely** **Engaged**
6. Feeling like a self-directed learner during the professional development	**1** **Not at all** **Engaged**	**2** **Slightly** **Engaged**	**3** **Somewhat** **Engaged**	**4** **Mostly** **Engaged**	**5** **Extremely** **Engaged**
7. Self-electing to participate in the professional development	**1** **Not at all** **Engaged**	**2** **Slightly** **Engaged**	**3** **Somewhat** **Engaged**	**4** **Mostly** **Engaged**	**5** **Extremely** **Engaged**
8. Being required to participate in the professional	**1** **Not at all** **Engaged**	**2** **Slightly** **Engaged**	**3** **Somewhat** **Engaged**	**4** **Mostly** **Engaged**	**5** **Extremely** **Engaged**

development					
9. Individualization of the teaching strategies used in the professional development	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
10. Individualization of the learning strategies used in the professional development	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
11. Evidence of consideration of my past experiences	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
12. Evidence of consideration of my knowledge and expertise	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
13. Timing of the professional development aligns to my current needs as a learner	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
14. Having the appropriate background knowledge to access the new learning	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
15. Ability to apply the learning to my day to day experiences	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
16. Contextually relevant content taught in the professional development	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
17. Having an internal motivation to learn the content of the professional development	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
18. Wanting to immediately try on the new learning in my planning and/or instruction	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**

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19. Internal factors not addressed in any of the previous questions.	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
What were those internal factors?					
20. How would you rate your overall level of engagement in your school-based professional development experiences?	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
Please explain why you rated your overall level as such.					
21. What is the most significant factor that influences your engagement in school-based professional development? Please explain.					

Survey Questions by Construct

The Need to Know					
1. Understanding the purpose of the learning prior to participation.	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
2. Being involved in planning the professional development.	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
3. Knowing other teachers were involved in planning the professional development	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
4. Viewing the	**1** **Not at all**	**2** **Slightly**	**3** **Somewhat**	**4** **Mostly**	**5** **Extremely**

		1 Not at all Engaged	2 Slightly Engaged	3 Somewhat Engaged	4 Mostly Engaged	5 Extremely Engaged
	learning experience as a need to "Close a gap" from where I am to where I want to be as a teacher.					
Self-Concept						
1.	Feeling like a dependent learner during the professional development.	1 Not at all Engaged	2 Slightly Engaged	3 Somewhat Engaged	4 Mostly Engaged	5 Extremely Engaged
2.	Feeling like a self-directed learner during the professional development.	1 Not at all Engaged	2 Slightly Engaged	3 Somewhat Engaged	4 Mostly Engaged	5 Extremely Engaged
3.	Self-electing to participate in the professional development.	1 Not at all Engaged	2 Slightly Engaged	3 Somewhat Engaged	4 Mostly Engaged	5 Extremely Engaged
4.	Being required to participate in professional development.	1 Not at all Engaged	2 Slightly Engaged	3 Somewhat Engaged	4 Mostly Engaged	5 Extremely Engaged
Role of Learner's Experiences						
1.	Individualization of the teaching strategies used in PD	1 Not at all Engaged	2 Slightly Engaged	3 Somewhat Engaged	4 Mostly Engaged	5 Extremely Engaged
2.	Individualization of the learning strategies used in PD	1 Not at all Engaged	2 Slightly Engaged	3 Somewhat Engaged	4 Mostly Engaged	5 Extremely Engaged
3.	Evidence of consideration of your past experiences	1 Not at all Engaged	2 Slightly Engaged	3 Somewhat Engaged	4 Mostly Engaged	5 Extremely Engaged
4.	Evidence of consideration	1 Not at all Engaged	2 Slightly Engaged	3 Somewhat Engaged	4 Mostly Engaged	5 Extremely Engaged

of your knowledge and expertise.					
Readiness to Learn					
1. Timing of the professional development aligns to your current needs as a learner.	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
2. Having the appropriate background knowledge to access the new learning.	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
Orientation to Learning					
1. Applicability to your day to day work experiences	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
2. Contextually relevant content in the professional development	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
Motivation					
1. Having internal motivation to learn	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
2. Wanting to immediately try on the new learning in your planning and/or instruction.	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
3. Internal factors not addressed in any of the previous questions.	**1** **Not at all Engaged**	**2** **Slightly Engaged**	**3** **Somewhat Engaged**	**4** **Mostly Engaged**	**5** **Extremely Engaged**
4. What are those internal factors?					

Summation Questions					
22. How would you rate your overall level of engagement in your school-based professional development experiences?	**1** **Not at all** **Engaged**	**2** **Slightly** **Engaged**	**3** **Somewhat** **Engaged**	**4** **Mostly** **Engaged**	**5** **Extremely** **Engaged**
Please explain why you rated your overall level as such.					
23. What is the most significant factor that influences your engagement in school-based professional development? Please explain.					

Appendix D.

Informed Consent – Interviews

Project Title: Veteran Teacher Engagement in Site-Based Professional Development

Principal Investigator: Biaze Houston

Faculty Sponsor: Dr. Nicole Russell

DU IRB Protocol #: 483052-1

You are being asked to be in a research study. This form provides you with information about the study. Please read the information below and ask questions about anything you don't understand before deciding whether or not to take part.

Invitation to participate in a research study

You are invited to participate in a research study about veteran teachers and their beliefs about factors that influence their engagement in school-based professional development. This study will work to investigate the following:

1. Your current attitude towards the profession of teaching.
2. Your perceptions about your engagement in professional development that would occur at your school-site.

You are being asked to be in this research study because the researcher feels your contribution will help professional development practitioners at school sites become better informed about practices that support adult learner engagement. This study is being conducted in partial fulfillment of the requirements for the degree of Doctor of Philosophy. The study is being conducted by Biaze Houston. Results will be used for the purpose of a dissertation.

Description of subject involvement

If you agree to participate, you will be asked to complete face-to-face interview on a day and time that is convenient for you that will take about 45 minutes to one hour to complete. The investigator will provide all forms and materials needed for completion of this study. You are also being asked for your permission to audiotape this interview, but if you wish not to be recorded, only notes will be taken.

Possible risks and discomforts

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Participation in this project is strictly voluntary. The risks associated with this project are minimal. If, however, you experience discomfort you may discontinue the survey at any time. No service of any kind, to which you are otherwise entitled, will be lost or jeopardized if you choose to "not participate" in the study.

Possible benefits of the study

This study is designed for the researcher to learn more about factors that would help veteran teachers experience engaging professional development. If you agree to take part in this study, there will be no direct benefit to you; however, information gathered in this study will help to inform best practice for professional developers at the school-site level which will eventually lead to higher quality learning experiences for all teachers.

Study compensation

You will not receive any payment for being in the study.

Study cost

You will not be expected to pay any costs related to the study.

Confidentiality, Storage and future use of data

No information that can identify you will be included when reporting out the findings of this study. Your responses will be coded using an alias and your real name will never be identified in the transcripts or in the final write-up of the findings. This is done to protect the confidentiality of your responses. Only the researcher will have access to your individual data and any reports generated as a result of this study will use paraphrased wording. For the qualitative portion of the study, potential participants are requested to initiate contact with the researcher and the researcher will contact potential participants to arrange interviews. Contact information will be captured for potential participants and then emails will be deleted. Contact information along with transcribed and audio recorded interviews will be kept on the researcher's computer in the Microsoft Office OneNote program. Each page in the notebook will be password protected and will have Audio recordings can be done directly through the OneNote program and do not require the researcher to use an additional method to record the interviews. In terms of participant identifiable information present in the transcripts, coding, data analysis, and final reporting, the researcher will create pseudonyms to ensure the protection of participant identities. The researcher will keep a key of participant pseudonyms and actual identities in the OneNote password secured notebook. The researcher is keeping all Microsoft Word documents related to the study on DropBox. DropBox is loaded onto the researcher's computer; however, the researcher has established settings that cause the

computer to go into hibernation mode after 1 minutes of idle time. In order to regain access to the computer, a password is required. Paper documents such as printed transcripts, charts, coding keys, etc., will be stored and locked in a metal file cabinet in the researchers' home. Upon completion of the final written report, successful defense of the dissertation and approval of the final written version of the dissertation, the researcher will destroy any records that include participant information. This includes deleting all computer based files and shredding any related paper documents.

The results from the research may be shared at a meeting. The results from the research may be in published articles. Your individual identity will be kept private when information is presented or published.

Who will see my research information?

Although we will do everything we can to keep your records a secret, confidentiality cannot be guaranteed. Both the records that identify you and the consent form signed by you may be looked at by others.

- Federal agencies that monitor human subject research
- Human Subject Research Committee

All of these people are required to keep your identity confidential. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Also, if you tell us something that makes us believe that you or others have been or may be physically harmed, we may report that information to the appropriate agencies.

Voluntary Nature of the Study

Participating in this study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time. If you decide to withdraw early, the information or data you provided will be destroyed.

Contact Information

The study is being conducted by Biaze Houston. Biaze Houston can be reached at (720) 838-8497 or Biaze.Miller@du.edu. This project is supervised by the dissertation advisor, Dr. Nicole M. Russell, Curriculum and Instruction Assistant Professor in the Morgridge College of Education, University of Denver, Denver, CO 80208 (303) 871-2487, Nicole.M.Russell@du.edu.

If the researcher cannot be reached, or if you would like to talk to someone other than the researcher or the supervising divisor about; (1) questions, concerns or complaints regarding this study, (2) research participant rights, (3) research-related injuries, or (4) other human subjects issues, please contact Paul Olk, Chair, Institutional Review Board for the Protection of Human Subjects, at 303-871-4531, or you may contact the Office for Research Compliance by emailing du-irb@du.edu, calling 303-871-4050 or in writing (University of Denver, Office of Research and Sponsored Programs, 2199 S. University Blvd., Denver, CO 80208-2121).

Agreement to be in this study

I have read this information about this study. I understand the possible risks and benefits of this study. I know that being in this study is voluntary. I agree to participate in this study, and I understand that I may withdraw my consent at any time.

❑ Yes
❑ No

I agree for my responses to the interview questions to be audiotaped.

❑ Yes
❑ No

Signature: _____   Date: _____

Print Name: _____

Appendix E.

Interview Protocol

Title of Protocol: Influential factors affecting engagement in site-based professional development.

Welcome and thank you for your participation today. My name is Biaze Houston and I am a graduate student at University of Denver conducting my Special Study in partial fulfillment of the requirements for the degree of Doctor of Philosophy. This interview will take about 45 to 60 minutes and will include 10 questions regarding your perceptions about the factors that affect your engagement in school-based professional development. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. Your responses will remain anonymous.

At this time I would like to remind you of your written consent to participate in this study. I am the responsible investigator, specifying your participation in the research project: Veteran Teacher Engagement in Site-Based Professional Development. You and I have both signed and dated each copy, certifying that we agree to continue this interview.

Your participation in this interview is completely voluntary. If at any time you need to stop, take a break, or return to a previous question, please let me know. You may also withdraw your participation at any time without consequence.

Do you have any questions or concerns before we begin?

Then with your permission we will begin the interview. (Begin recorder if permission was obtained.)

1. How many years have you been teaching?
2. Thinking about your overall engagement in school-based professional development, on a scale of 1 to 5 with 1 being low and 5 being high, how would you rate your **CURRENT** level of engagement in the school-based professional development in which you are a participant (circle response):

       1   2   3   4   5

Please explain your rating.

3. How do you define professional development?
4. Describe the professional development you regularly participate in at your school.
   a. Do you deem it valuable? Why or why not?
5. Describe the characteristics of professional development when you are most engaged/When do you find yourself most engaged in school-based professional development?
   a. Describe your behaviors when you are engaged in professional development.
6. Describe the characteristics of professional development when you are not engaged/when do you find yourself least engaged in school-based professional development?
   a. Describe your behaviors when you are not engaged in professional development.
7. Tell me about the most effective professional development experience you have had at your school?
   a. What made it effective?
8. Tell me about the most ineffective professional development experience you have had at your school?
   a. What made it ineffective?
9. Let's review these different assumptions and their descriptions in relation to adult learners:

   1) "**The need to know**. Adults need to know why they need to learn something before undertaking it." Learners need to understand why the learning if relevant and what the potential implications could be for not learning it.

   2) "**The learners' self-concept**. Adults have a self-concept of being responsible for their own decisions, for their own lives." Adult learners want to feel in control of their learning experiences and do not respond positively when they feel that they are not in control of the situation. Adult learners want to dictate the situation as an expression of their independence as learners.

   3) "**The role of the learners' experiences**. Adults come into an educational activity with both a greater volume and a different quality of experience from that of youths." For the adult learner, it is essential their prior experiences are considered and used as a basis to individualize the experience. As well, adult learners are more receptive

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when the facilitation of the learning incorporates opportunities for them to share their experience and build on the experience of others in the learning setting.

4) "**Readiness to learn**. Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations." An optimal learning experience for the adult learner is content that aligns to their current developmental or life experience. If there is no way for the learner to make contextually relevant connections to the learning, the likelihood for learning to occur is minimal.

5) "**Orientation to learning**…Adults are life-centered (or task-centered or problem- centered) in their orientation to learning." To encourage the motivation of adult learners, the learning should be something relevant to the real-life situations experienced by the learner.

6) "**Motivation**. Adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like), but the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, quality of life, and the like)."

Based on these descriptions, take a moment to think about your past experiences. Identify the assumption you believe is most influential in affecting your engagement in school-based professional development.

      a. Please explain why you chose that assumption.
      b. Please explain how that assumption influences your engagement.

10. Before we conclude this interview, is there anything else you would like to share?

*** If participant wishes to discontinue study, ask if they would be willing to share why:

Thank the participant for his/her participation.