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AN EXAMINATION OF TEACHER LEADERS' AND TEACHERS'
PERCEPTIONS OF THE TRAINER OF TRAINER MODEL
OF PROFESSIONAL DEVELOPMENT

by

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Dedication

Travy McTraverson, we did it! WE.did.it. Without you, this hard journey, nearly impossible task, yet amazing dream would never have come to fruition. I love you more than words can express (even though I have many) and actions can show. You have always been and will always be my rock, my knight in shining armor, and my favorite hero. Thank you for loving me through this grand adventure. Now that we are finished, where is our next adventure? I'm ready for the next phase, the next trip, a new (decorated) season, and some quality time with my favorite guy. Love you BIG handsome!

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ABSTRACT

**AN EXAMINATION OF TEACHER LEADERS' AND TEACHERS'
PERCEPTIONS OF THE TRAINER OF TRAINER MODEL
OF PROFESSIONAL DEVELOPMENT**

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University of Houston-Clear Lake, 2017

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The practice of using teacher leaders to support and develop teachers from within the educational organization is gaining support from research. The Trainer of Trainers (TOT) model of professional development is one practice used to develop educators. This study focused on the perceptions of teacher leaders within the TOT model. Teachers' perceptions were studied regarding professional development received from teacher leaders as a result of two TOT learning opportunities. Student interviews offered insight into the transference of strategies from the TOT to classroom practice. Qualitative research was conducted through interviews, observations, reflections, and professional development artifacts. Findings support the use of Adult Learning Theory practices during TOT opportunities. Teacher leaders and teachers prefer professional development opportunities in small, manageable chunks which allows time to absorb material, practice within the classroom, and receive feedback regarding implementation of new instructional practices.

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CHAPTER I

INTRODUCTION

The ongoing development of teachers has been at the forefront of educational discussion and reform in the United States in an effort to remain globally competitive (Schneider & Keesler, 2007) and to impact school improvement. Training teachers is an important factor in school change and in increasing student achievement (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Professional educators making those decisions which impact student achievement must constantly consider how to best effect change. In 2001, the U.S. Department of Education (USDE) through the No Child Left Behind Act (NCLB) placed particular importance on high standards and the significance of teachers in increasing student achievement toward meeting those standards (U.S. Department of Education, 2007). Additionally, in 2015 the Every Student Succeeds Act (ESSA) brought about new expectations for professional development that included opportunities for teachers to experience job-embedded, sustained, and collaborative learning options. These acts reflect that there is an ongoing understanding of the importance of teacher professional development and finding new ways to optimize the growth of current educators.

Teachers attend various professional development experiences (National Center for Educational Statistics, 2008) each year, but rarely do these innovations and research-based initiatives transfer into classroom practices (Glassett, 2009; Marshall, Horton, Igo, & Switzer, 2009). With a focus on school improvement, educational systems providing

professional development must offer teachers the tools necessary to nurture a sense of self-efficacy, equipped with relevant information to implement their learning immediately (Assemi, Mutha, & Hudmon, 2007) within their classroom. While the amount of educational funds are diminishing, time and professional resources invested in professional development continue to rise. Additionally, high expectation for meeting yearly progress measures while positively impacting student achievement, the accountability for effective transfer from the professional development context to the classroom context is critical (Ingaverson, Meiers, & Beavis, 2005; Yoon et al., 2007). Ultimately, the transfer of professional development concepts impact student achievement as a result of teacher learning (Blank & de las Alas, 2009; Ingaverson et al., 2005). When professional development workshops explicitly addressed learning needs specific to teachers' classrooms, teachers are motivated to transfer their learning into practice (Van Duzor, 2011).

Issues with professional development will most often not be teacher attendance. A 2009 study of teachers reported 90 percent of teachers attended professional development sessions from the previous year, but the majority of teachers reported the workshops as not useful (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). The traditional workshop model has constantly shown to have little or no impact on student achievement and classroom instruction (Darling-Hammond et al., 2009; Yoon et al., 2007). Teachers are often disappointed or even angered by shallow, traditional professional development experiences (Glassett, 2009) that do not effectively provide them with the skills necessary to address students' learning challenges (Darling-

Hammond et al., 2009; Mizell, 2009). Some teachers feel professional development is fragmented, disconnected (Darling-Hammond & Richardson, 2009), and irrelevant to issues currently being faced in their classrooms (Leiberman & Pointer Mace, 2008). Many of these issues stem from the one day workshop idea that lacks sufficient time to create change and support for implementation efforts (Yoon et al., 2007). Duration of professional development workshops must be of a significant amount of time (Gulamhussein, 2013); significant effects were found in trainings with 50 or more hours of teacher development (Blank, de las Alas, & Smith, 2008). Simply increasing the amount of contact hours during professional development will not alone produce the desired results. Teachers require on-going support during implementation (Gulamhussein, 2013), time to practice, and follow up activities (Blank et al., 2008).

In order for professional development to be more effective, the providers of training must identify common learning goals among teachers (The Teaching Commission, 2004; Yoon et al., 2007) and provide teachers with tools and knowledge required to effectively meet their learning needs (Van Duzor, 2011). The needs of the district, school, or teacher must be top priority when choosing the focus for professional development. Professional development should not be measured by the number of teachers who were trained but rather by the effects it makes on student achievement (DuFour, 2004; Yoon et al., 2007). On-going professional development with campus-based support allows providers of teacher training to be in tune with the needs of their campus to meet their individual needs (Gulamhussein, 2013). Teachers cannot effectively impact student achievement without adequate skills, support, and the self-

efficacy necessary to implement change within their classrooms (US Department of Education, 2010).

Teacher efficacy and effective professional development experiences are critical components to influencing teachers throughout the change process (Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001; Tschannen-Moran & McMaster, 2009). Teachers often lack the skill necessary to think about their own learning and to reflect on their practice, creating a need for the development of metacognitive skills (Wilson, Grisham, & Smetana, 2009). When considering effective professional development experiences in schools, school leaders and staff developers must consider measures that support an increase in participants' self-efficacy, make the greatest impact on instructional practices, and increase student achievement. Often, teachers within the same campus or grade level attend a variety of different professional development sessions, each focusing on dissimilar goals and diverse attitudes (Darling-Hammond et al., 2009). The impact of this type of professional development reduces common goals and expectations for all effected. Furthermore, in an analysis of nine professional development studies, teachers who received ongoing professional development only had a moderate effect on student achievement (Yoon et al., 2007). Professional development workshops tend to struggle with influencing student success and when development opportunities lack other follow up activities, often the desired impact on student achievement falls short (Yoon et al., 2007). However, if teachers were to experience high quality professional development regularly,

instructional practices would be influenced, and change would occur (Desimone et al., 2002).

Features of effective professional development have previously been identified (Birman et al., 2007; Darling-Hammond et al., 2009; Desimone et al., 2002; Desimone, 2009; Garet et al., 2001; Yoon et al., 2007) and are included in this study. During professional development, when teachers are actively engaged in the learning process (Desimone et al., 2002; Gulamhussein, 2013) while receiving relevant and timely feedback (Guskey & Yoon, 2009), teachers believe it to be impactful. Professional development was found to be more effective in altering classroom instruction when teachers from the same campus, content, or grade levels participated in ongoing collaboration meetings with each other (Desimone et al., 2002). Instead of providing a high volume, low impact professional development model, professionals must shift the focus from the improvement of teaching skills to the enhancement of student learning (DuFour, 2002) and the concept of continuous improvement (Astuto, Clark, Read, McGree, & Fernandez., 1993; Owen, 2014). In order for these experiences to be effective, teachers' personal knowledge, beliefs, and instructional practices must also change (Darling-Hammond et al., 2009).

By participating in a professional learning community (PLC), teachers build a shared language, keeping with the culture of the school, district, or organization (McLaughlin & Talbert, 2006), and strategically align with the district's vision of growth for maximum impact (Horwitz, Uro, Price-Baugh, Simon, Uzzell, Lewis, & Casserly, 2009). Through the collaborative process of PLCs, a focus on continuous improvement

occurs through teachers working together to impact student learning and to improve instructional practices (DuFour, DuFour, Eaker, & Many, 2010; Vescio, Ross, & Adams, 2008). Through conversations and weekly collaborative meetings, teachers are being developed professionally while learning from and supporting each other (DuFour, 2004a). Further growth and collaboration opportunities exist within the use of PLCs (Owen, 2014) as teachers realize that all students can learn and reach higher levels of achievement (DuFour, 2004a). Professional learning communities create a shared vision (Hord, 1997; Owen, 2014) of continuous improvement (Astuto et al., 1993; Darling-Hammond & Richardson, 2009) while engaging professionals in reflective dialogue (Kruse & Louis, 1995) and systematically involving them in action research (DuFour et al., 2010; Johnson, 2009; Vescio et al., 2008). The shift in professional development from the less effective one day workshop to a job-embedded PLC places a stronger emphasis on teacher leadership and sustained coaching (Darling-Hammond et al., 2009; DuFour et al., 2010). Together, PLCs can overcome implementation issues with new instructional practices, trends or changes in data, and specific student concerns (DuFour, 2004) while supporting the development of teachers within a collaborative team.

Traditionally, educational institutions are heavily vested in professional development as a means to integrate commonality among teachers (Hofman & Dijikstra, 2010), disseminate information for teacher improvement (The New Teacher Project, 2015) and positively impact student progress (Yoon et al., 2007). Effective professional development offers an engaging learning environment where teachers can discuss content and safely practice new skills in preparation for implementation into their classrooms.

One day workshops generally lack accountability and other supports needed to sustain change within the classroom (Bush, 1984; Darling-Hammond et al., 2009; Stein, Silver, & Smith, 1999; Yoon et al., 2007). The addition of teacher leaders and PLCs will sustain growth, promote collaboration, and support continual progress. Therein lies a problem with practice: how to disseminate widespread change effectively through the use of professional development for teacher leaders (Karagiorgi, Kalogirou, Theodosiou, Theophanous, & Kendeou, 2008). One way to build capacity within schools is through the professional growth of teacher leaders.

Teachers as Leaders

Once teachers receive initial training in using research-based instructional strategies, it takes additional, intensive professional development efforts to reach fidelity (Buzhardt, Greenwood, Abbot, & Tapia, 2007; Foorman, & Schatshneider, 2003). A vital part of becoming a teacher leader is the ability and the desire to influence others beyond the walls of their classrooms (Danielson, 2006; Phelps, 2008). Research-based, cost effective methods for building capacity within our schools uses teacher leaders (McLaughlin & Talbert, 2006; Williams, 2006), coaches (Coburn & Woulfin, 2012; Kretlow & Bartholomew, 2010), and instructional leaders. Given an authentic, mastery learning experience, teacher leaders have the self-efficacy necessary to impact change and to increase student achievement (Shaha, Glassett, & Ellsworth, 2015; Tschannen-Moran & McMaster, 2009). By training campus-specific personnel, through the use of the Trainer of Trainer (TOT) model of professional development, these teacher leaders can now be the experts on campus to offer guidance, to model instructional practices, and

to train teachers extensively (Brown & Inglis, 2013) in a timely manner while providing feedback (Martino, Ball, Nich, Canning-Ball, Rounsville, & Carroll, 2010; van den Bergh, Ros, & Beijaard, 2013; Yoon et al., 2007).

Training Model

Many successful studies have been completed using the TOT model of professional development in specialized fields (Martino et al., 2010; McClelland, Irving, Mitchell, Bearon, & Webber, 2002; Riches et al., 2011, Segre, Brock, O’Hara, Gorman, & Engeldinger, 2011) outside of education as a means to spread new information further. Participants in TOT professional development workshops learn how to successfully train colleagues in several areas: adults providing community living assistance to people with intellectual disabilities (Riches et al., 2011); clinicians to complete motivational interviewing (Martino et al., 2010); paraprofessionals to provide nutritional education to older adults (McClelland et al., 2002); pharmacy educators on new curriculum (Assemi et al., 2007); and social care workers providing perinatal depression screenings (Segre et al., 2011). Based on the positive results of the TOT model used in other fields (Martino et al., 2010; McClelland et al., 2002; Riches et al., 2011; Segre et al., 2011), it is expected that education systems could employ the same TOT model with corresponding results.

There is evidence of the TOT model used as a delivery method for educational purposes (Bescuilde, Trebino, & Nelson, 2011) but research lacks critical evaluation as a successful mode of providing quality professional development for educators. The TOT workshop model is occasionally stated as the delivery method for new information but not the focus of evaluation for a study (Orrill, 2006). For example, in the second year of

a study on the Creative Problem Solving (CPS) approach, Bahr et al. (2006) found that changing the delivery method of training to a TOT model yielded similar results with the success of the approach as traditional professional development practices. Furthermore, Grassroots Soccer used the TOT model to equip teachers with the skills necessary to teach boys and girls in Zambia and South Africa about being resilient through the use of soccer (Peacock-Villada, DeCelles, & Banda, 2007). The focus of the study reported results on the success of the program improving boys' and girls' resiliency. Using the organization of the successful TOT workshops as a model has proven to be an effective strategy (Assemi et al., 2007) in creating impactful professional development that encourages well trained teacher leaders to bring about positive change, regardless of teaching experiences or content specific knowledge (Wiener, Baron-Donovan, Gross, & Block-Lieb, 2005).

Within a professional development workshop, professional developers must also consider the goals of the workshop, and the most successful way to deliver information to reach these goals. Guskey (2009) encourages those who plan and create workshops to first identify characteristics of effective professional development and the to adapt those core elements to each unique context. Therefore, “those responsible for planning and implementing professional development must learn how to critically assess and evaluate the effectiveness of what they do” (Guskey & Yoon, 2009, p. 498). A TOT model makes it possible to reach more teachers through subsequent trainings hosted by TOT participants (Bescuides, Trebino, & Nelson, 2011; Orfaly, Frances, Campbell, Whitmore, Joly, & Koh, 2005; Tobias, Downes, Eddens, & Ruiz, 2012) and facilitates the

effective, sustained roll out of initiatives over time due to the effects of building local capacity (Tobias et al., 2012).

Need for Study

With high stakes testing, new curriculum standards, and a continually growing population of multiple language learners, one south Texas district's need for wide spread implementation of research-based instructional strategies continues to increase (McLaughlin & Talbert, 2006). Fueled by an internal desire to provide all students with the same level of rigorous instruction, adjustments to instruction are required to reach a larger variety of diverse learners. In order to facilitate change, teachers need professional development focused on research-based strategies that improve instruction (Guskey, & Yoon, 2009) specific to the needs of language learners and students who struggle academically. Although NCLB brought attention to the need for quality, intensive, and content-focused professional development for the purpose of impacting change (U.S. Department of Education, 2007), these qualities alone will not always produce transferable results. In a study of Texas science teachers where the TOT model of professional development was used with success, contributing factors to that success including active learning, changing role of presenters from expert facilitator to coach during the workshop, and training occurring over multiple days (Ellins et al., 2013). Further, the ESSA instituted the need for personalized learning opportunities that are sustained over time and job-embedded (ESSA, 2015). Though there may not be one perfect model, but by using best practices in professional development, the TOT model

provides teacher leaders with the confidence needed to provide campus wide professional development and to lead collaborative meetings (Ellins et al., 2013).

Equipping teachers with effective professional development and accountability for implementation takes time, funds, and personnel most districts currently lack. Teachers require time to digest theory, to plan instruction, and to collaborate with other professionals (McLaughlin & Talbert, 2006; Stebick, 2008). Through the use of teacher leaders, more schools and teachers can receive quality, research-based instructional strategies that essentially impact a greater number of teachers, provide in-house support, and have an impact on the success of students. This district has typically used the TOT model to disseminate district initiatives widely and quickly in the past. In order to implement change through effective practices, it is critical to understand how teacher leaders who participate in TOT workshops take information back to their campus, develop their staff, and provide accountability for the implementation of the instructional practices.

Purpose of Study

Through the use of effective professional development practices such as: PLCs (DuFour et al., 2010; Lieberman & Pointer Mace, 2008; McLaughlin & Talbert, 2006;), application of andragogy principles (Karagiorgi et al., 2008), and building capacity with teacher leaders (Grimes & Millea, 2011; McLaughlin & Talbert, 2006), this study evaluates the impact of the TOT model through the perceptions of teacher leaders and teachers. This model of professional development seeks to support continual improvement by developing teacher leaders, by supporting the use of PLCs, and by

providing teachers with immediately applicable, research-based strategies for meeting the needs of diverse learners. The purpose of this study is to evaluate the conditions, responses, and feelings connected to the impact of the TOT model from the perspective of teacher leaders and teachers. Those implications will provide professional developers with the knowledge of how best to support and to prepare teacher leaders when designing and participating in future TOT workshops (Martino et al., 2010; Pearce, Mann, Jones, van Buschraach, Olff, & Bisson, 2012).

Qualitative Research Questions

The purpose of using the TOT model of professional development is to offer multiple schools essentially the same professional development, in this case, strategies for diverse learners, and to build leadership capacity within teacher leaders. Therefore,

Research Question 1: What are the perceptions of teacher leaders regarding the Trainer of Trainers model of professional development?

Research Question 2: What are the perceptions of teachers regarding the professional development they received from the teacher leaders who participated in the Trainer of Trainers model?

Research Question 3: What are the students' perceptions of how teachers make learning easier for them?

Definition of Terms

Adult learning theory of Andragogy refers to Knowles' (1980) assumptions about the characteristics of the “art and science of helping adults learn” (p. 43). Andragogy is a

learner-centered approach to facilitating adult professional growth, and serves as the premise behind creating the TOT for this study.

Coaching is a term that refers to teacher leaders providing support to teachers in order for them to implement best practices and new teaching strategies (Knight, 2007). The teacher leaders will use coaching skills to support the implementation of strategies for diverse learners shared during their participation in the TOT model of professional development.

Diverse Learners is a term defined by the US Department of Education (2010) in the Reauthorization of the Elementary and Secondary Education Act (ESEA) referring to students with disabilities, English Language Learners, migrant students, homeless students, Native American students, and neglected or delinquent students. For the purposes of this study, the term diverse learner will refer to any student who is an English Language Learner (ELL), displays diverse learning skills, is serviced through the Response to Intervention (RTI) process, is a gifted learners, or any at risk for failure due to their socio-economic background or behavioral challenges.

Efficacy is the way in which self-belief in one's own ability to accomplish tasks impacts their motivation, behaviors, failure, or success at any given task (Bandura, 1977, 1986, 1997).

Pedagogy relates to the idea of traditional teaching in the transmission of learning (Knowles, 1980) from a person of expertise, derived from the idea of the “art and science of teaching children” (Knowles, 1980, p 40).

Professional Development is training conducted among educators and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master-teachers, or other teacher leaders (Learning Forward, 2008).

Professional Learning Community (PLC) is a framework for professional development and data analysis built on a culture of collaboration through a shared vision, mission, and goals (DuFour et al., 2010). Examples of PLCs could consist of a school wide collaborative, grade level teams, groups of teacher leaders, or a team of administrators.

Teacher Leader, for the purposes of this study, will refer to participants who attended the TOT workshops for the intended purpose of planning and presenting diverse learner strategies to their campus. These leaders will also facilitate implementation by modeling the instructional strategies and by coaching teachers on how to use these strategies in their classroom.

Trainer of Trainer, or Train the Trainer, refers to a program or course through which practitioners receive training on a defined subject and instruction on how to train, monitor, and supervise other professionals (Pearce et al., 2012). The expert trainer or practitioner also serves the role of trainer to implement programs through workshop training and through continued support during the implementation process (Zandberg & Wilson, 2013).

Summary

A brief description of effective professional development, PLCs, teacher leaders, and adult learning theory will be introduced. The following chapters will describe in detail the connection between effective professional development and the TOT model.

This research further explored the perceptions of teacher leaders and teachers within the TOT model of professional development to build capacity for leadership using PLCs and campus coaches. The research conducted addressed the gap in educational research regarding teacher leaders and teachers trained locally through this TOT model of professional development.

CHAPTER II

REVIEW OF LITERATURE

In an effort to support teacher leaders and to build capacity within schools, this research explores the perceptions of teacher leaders as providers of professional development and teachers as participants in Trainer of Trainer (TOT) initiatives. This literature review explores teachers' roles as leaders through evidence provided by research of effective professional development, the use of the TOT model, the use of Professional Learning Communities (PLC), and the impact of coaching.

Adult Learning Theory

Theories of how teachers learn should serve as a guide for professional developers (Stein et al., 1999) and be taken into consideration during the design process (Karagiorgi et al., 2008) for effective professional development workshops. Adult learning theory serves as a guide to designers of professional development to create an environment where adults learn most effectively, thereby increasing the likelihood that new learning would transfer to each specific teaching situation. To facilitate effective learning opportunities using the principles of andragogy, the art and science behind adult learning, Knowles' (1980) made four assumptions of critical considerations for learners in his andragogy model. This model, also known as Adult Learning Theory, has been expanded to six ideas that focus on the adult as the learner, not as the teacher (Knowles, Holton, & Swanson, 2012). When combined with principles of adult learning, teachers experience meaningful professional development and growth (Gregson & Sturko, 2007). Through

application of the following learner-centered assumptions, professional developers can train teachers how to be effective in the classroom by considering adult characteristics, preferences, and learning styles. The foundation for effective learning in adults encompasses the following ideas: self-concept, learners' experiences, readiness to learn, orientation to learning, and motivation to learn (Knowles, et al., 2012).

Adult learners need to know why they are learning something new. Once they can see the value of new learning and understand why they are to learn it (Forrest & Peterson, 2006; Knowles et al., 2012; Merriam, Caffarella, & Baumgartner, 2007), they will be prepared to begin the learning process. Once teachers understand the why and have placed value upon new experiences, they are more likely to transfer new learning into classroom practice (Joyce & Showers, 2002; Shepard et al., 2005). In traditional pedagogy, the role of learner is a dependent, teacher-driven concept, where the learning is structured by the informing of when, where, and how to intake new information (Knowles, 1980). In certain situations, adults may be dependent learners but generally desire self-directing their own learning as assumed by andragogy. Professional development models should attend to the following aspects of adults' self-concept: relevance of learning material, choice of learning material (Guskey, 1995; Porter, Garet, Desimone, & Birman, 2003), and adults' sense of personal freedom to learn.

Another important consideration with regard to andragogy is the role of experiences in providing a rich resource for adult learning. Within a school context, this means allowing teachers some self-directedness with regard to professional development. Just as with teaching children, the learning environment must be safe, stimulating (Shell

et al., 2010), connected to prior knowledge (Garet et al., 2001), and purposeful (Fogarty & Pete, 2007). Learners bring many different experiences to a learning situation and tend to learn more from both good and from bad prior experiences (Forrest & Peterson, 2006; Knowles et al., 2012; Merriam et al., 2007) of their own and those of others. When learners possess no relatable experiences or background knowledge to the learning situation, a pedagogical theory for learning is employed, relying on the expertise and experiences of others for the transmission of information (Knowles, 1980). Learning through opportunities to collaborate (Latham & Gross, 2013) enhances the learner's experience and the effectiveness of professional development workshops (Fogarty & Pete, 2007; Kazemi & Hubbard, 2008; Sun, Penuel, Frank, Gallagher, & Young, 2013). Incorporating learning techniques which draw upon adult experiences, such as group discussions, role playing, action research, and simulations (Knowles, 1980), provides powerful learning experiences for all involved. An effective way to support implementation of post-professional development experiences would be to provide learners time to apply their new learning (Chan, 2010; Knowles, 1980) to classroom instruction.

As opposed to the pedagogical idea that learning is a logical sequence of content that increases in complexity over time, adults are looking for specific learning experiences that are centered around solving problems or infusing professional growth (Knowles, 1980). Regardless of generational gaps in learning attitudes, all generational learners expressed a need to be able to make immediate application of theory into practice (Holyoke & Larson, 2009). Baby Boomers engage fully when materials foster a

deeper understanding of life; Millennials prefer active learning experiences while Gen-Exers connect more readily to personal connections (Holyoke & Larson, 2009). A combination of each orientation to learning would optimize the learning experience for all involved in professional development practices.

Adult learners are considerably more motivated by internal factors as opposed to external motivators (Forrest & Peterson, 2006; Knowles et al., 2012; Merriam et al., 2007). Factors influencing internal motivation include a desire to grow and improve in one's self esteem and quality of life (Knowles et al., 2012; Merriam et al., 2007). Understanding the relevance of content is a major factor in a learner's motivation (Latham & Gross, 2013). Indifference towards content and instruction can be seen as failures attributed to standalone workshops (Latham & Gross, 2013). Ignoring principles of the Adult Learning Theory could disengage a learner's internal motivators (Knowles et al., 2012), impacting their willingness to participate, to apply learning, and to adjust educational practices.

All generations of learners involved in academia communicate the need for connections between current experiences and new learning to be engaged in the learning process (Holyoke & Larson, 2009). If adults believe they have a need to know something because of a problem or job-related tasks, they tend to exude a readiness to learn (Forrest & Peterson, 2006; Knowles, 1980; Knowles et al., 2012; Merriam et al., 2007), to engage fully, and to apply new learning. Participants' readiness to learn is often dependent on the logic and sequence of materials being presented and on their ability to apply new learning to life situations they are currently experiencing (Knowles, 1980).

Practices from the adult learning theory of andragogy should be planned and delivered to provide the most effective learning environment and experience possible when working with adult learners during professional development. In cases where professional development is being presented to teachers lacking experience and background knowledge of new concepts, planning workshops will require the inclusion of a combination of pedagogy and andragogy learning strategies. The integration of adult learning theory into professional development, such as active learning opportunities, modeling, reflecting, and collaboration, creates an atmosphere of growth and learning for teachers involved (Gregson & Sturko, 2007). The adult learning process provides generalizations to consider throughout the planning and implementation phases of professional development, but what does research disclose as criterions for effective professional development? If the desire is for teachers to embrace change, how do professional developers get them engaged and involved in the learning process (Chan, 2010)?

By addressing these principles, professional development contributes to an increase in teacher knowledge and to instructional change (Karagiorgi et al., 2008). When trainers are aware of andragogy principles and integrate adult learning theory, professional development becomes an engaging, learner-centered environment conducive to problem solving and personal growth. The use of adult learning theory provides an optimal structure for evaluating professional development (Merriam & Caffarella, 1999). Professional developers observe the infusion of effective andragogy strategies for professional development integrated into the TOT workshop model would produce the

same or relatively similar results in an educational setting as has already been assessed in other professional fields (Baron-Donovan, Wiener, Gross, & Block-Lieb, 2005).

Professional Development

In response to the lack of appropriate development available for teachers, No Child Left Behind (NCLB) mandates teachers attend high quality staff development in order to support continued growth of student achievement to increase the likelihood of meeting constantly changing state and national accountability standards (United States Department of Education (USDE), 2001). In order to be considered as appropriate professional development, NCLB set five criteria for high quality professional development training: 1) sustained, intensive, and content-focused, 2) aligned with state academic content standards and assessments, 3) improvement in teachers' knowledge of the subjects taught, 4) deepened understanding of research-based instructional strategies, and 5) evaluated based on teacher effectiveness and student achievement (USDE, 2001).

Within this criteria, NCLB requires that interventions and strategies being taught to teachers must be research-based and scientifically proven to increase student achievement (USDE, 2001). Quality professional development directly affects classroom instruction while subsequently impacting students' ability to reach higher levels of achievement.

With the introduction of the Every Student Succeeds Act (ESSA) (2015), professional development is further defined as an ongoing process that provides teachers opportunities to experience development through job-embedded learning that is collaborative and directly connected to school improvement plans. Sustained, individualized learning opportunities further allow teachers time to reflect on their practice and focus their

professional development to school specific initiatives that support the population of students in which they serve.

Understandably, teacher development is crucial to reform in an educational setting (Lieberman & Pointer Mace, 2008). The USDE (2014) allocated \$2.3 billion dollars toward improving teacher quality through professional development as part of the reauthorization of the Elementary and Secondary Education Act (ESEA) in 2014. State and local budgets increase the amount of funds spent on professional development annually. If districts are committing large proportions of their funding to teacher training, professional development procedures should target research-based, effective practices, and be data-driven (Fogarty & Pete, 2007) to encourage positive outcomes. Traditional staff development models which primarily consist of one day workshops focused on materials or techniques (Little, 1993) are found to be inadequate (Lieberman & Wood, 2003; McLaughlin & Talbert, 2006). This traditional idea of professional development is largely based upon on the pedagogy of how to teach children (Darling-Hammond et al., 2009) rather than on adult learning experiences (Stein, Silver, & Smith, 1999) and essentially ignores the principles behind the adult learning process (Terehoff, 2002). During this type of professional development workshop, teachers lack a vested interest in materials presented, struggle to change instructional practices (Glassett, 2009), and are unable to relate or connect learning to classroom and content practice (Darling-Hammond et al., 2009; Marshall et al., 2009). Participants of Knight's (2007) study indicated limited success during one-session professional development experiences, and teachers expressed a desire to participate in professional development experiences that

offered instantaneous applications of instructional practices for their classrooms.

Furthermore, literature does not provide any evidence of school improvement without the treatment of quality professional development (Guskey, 2009). In order to provide meaningful professional development opportunities, the new paradigm must shift to considering how to effect change and how teachers learn (Stein, Silver, & Smith, 1999). However, quality professional development can build capacity for superior teaching (Desimone, 2009; Tobias et al., 2012).

In order to maintain continual improvement through staff development, school leaders must retain a focus consistent with the improvement of school achievement (Guskey, 2003), aligned with student standards (Correnti, 2007; Garet et al., 2001), targeting campus goals, and include a needs assessment for the impacted learners (The Teaching Commission, 2004). In a study based on the implementation of content area literacy practices, Reed (2009) found student achievement and literacy practices increased through the creation of school-wide initiatives that focused on the direct needs of teachers. Teachers gained more insight from professional development embedded within the context of their own school and classroom (Nielsen, Barry, & Staab, 2008). If instructional practices for students are required to be standards-based, educating teachers should replicate that process, be aligned to district goals and initiatives, and be content focused (Desimone, 2009). The traditional method of a single session professional development model is ineffective, does not explore the differences in teaching styles and learning styles (Lieberman & Pointer Mace, 2008; Little, 1993), and fails to differentiate instruction based on the needs of the adult learner.

Lieberman and Pointer Mace (2008) studied three separate environments for professional learning: the National Writing Project, the Carnegie Academy for the Scholarship of Teaching and Learning, and the Quest Project for Signature Pedagogies in Teacher Education. Findings from the study suggest effective professional development must focus on instruction, be sustained and continuous, provide opportunities for teachers to collaborate, and engage teachers in reflective practices. The impact these professional development programs have provided suggests trainers apply such proven strengths into common practice. When evaluating professional development for success, results stem from practices that are different from what traditionally has been offered to teachers (Cochran-Smith & Lytle, 1993; Lieberman & Wood, 2003; McLaughlin & Talbert, 2006).

Effective Professional Development

Effective professional development focuses on instruction, is sustained and continuous, provides opportunities for teachers to learn from each other both inside and outside the school, makes it possible for teachers to influence what and how they learn, and engages teachers in thinking about what they need to know (Birman et al., 2007; Lieberman & Pointer Mace, 2008). Other conditions found to support teachers' growth and to facilitate the implementation of change include: 1) professional development embedded into classrooms (Corcoran, 2007; Chong & Kong, 2012), focused on fewer, well-defined learning goals with opportunities for in-depth learning, and 2) immediate access to the time and resources needed to support teachers' growth (Gibson & Brooks, 2012; Nielsen et al., 2008). In addition, professional development has to be aligned with

the school's vision and goals (DuFour, 2004) with teachers actively engaged in the learning process in order for it to be effective (Desimone et al., 2002; Guskey & Yoon, 2009; Johnson, 2009). Furthermore, Guskey (2003) found the most common characteristics of effective professional development include activities that enhance content knowledge, sufficient time and resources, promotion of collaboration, evaluative methods, and alignment with other initiatives. Less common characteristics included follow-up and support, attributes found in site-based and job-embedded development opportunities. Additionally, the following attributes characterize professional development activities that most likely result in increased knowledge and skills among teachers: a focus on specific instructional practices (Desimone et al., 2002), opportunities for teachers to engage in active learning (Chan, 2010), and trainings designed as a part of a coherent plan for teacher development rather than random initiatives (Garet et al., 2001). Researchers consistently identify job-embedded professional development as a powerful way to impact teachers' instructional practices (Corcoran, 2007; Chong & Kong, 2012; Fogarty & Pete, 2007; Fullan, 1995).

Extending the amount of time spent in professional development workshops significantly impacts the application of the professional development activities in the classroom (Fogarty & Pete, 2007; Lee, 2007; Yates, 2007; Yoon et al., 2007). This extended time allowed participants a chance to gain greater knowledge and spend time reflecting on their practices. Without the proper allotment of time, many participants are on resource overload and have insufficient time to sift through materials for current information (Stebick, 2008) and optimal teaching resources. Longer professional

development experiences also allow for introduction of new instructional activities into the classroom, discussions for in-depth learning, and adjustments to instructional practices to increase effectiveness (Garet et al., 2001; Desimone et al., 2002).

Furthermore, success was also found in multi-year endeavors (Little, 1993). Due to the extension of time spent in professional development activities, transfer of practice was significantly impacted by increases in knowledge, reflections on implementation, and time spent collaborating (Yates, 2007).

For learners to maximize the learning experience in a professional development situation, they need an environment conducive to learning. Participants need an environment in which they feel safe (Shell et al., 2010), respected, and supported (Knowles, 1980) in order to practice new ideas and collaborate. Their environment should also be physically comfortable, with appropriate seating, materials, and decorations designed for adults (Knowles, 1980). Optimal learning seating would organize learners into collaborative groups (Odden, 2011) as opposed to rows or desks (Knowles, 1980). For optimal results, providing a mastery learning experience for teachers during effective professional development would include the following critical features (Desimone, 2009; Garet et al., 2001): form, duration, and active learning; content focused; collaboration; and coherence.

Form, Duration, and Active Learning

Sustained staff development (Fogarty & Pete, 2007) and active learning (Hofman & Dijikstra, 2010; Johnson, 2009) contribute toward a positive impact on student achievement (Yoon et al., 2007). In order to promote long-term changes to instruction,

teachers need time (Correnti, 2007; Yoon et al., 2007) working with curriculum, unpacking strategies, and planning integration into classroom practice. With the incorporation of active learning strategies (Desimone, 2009; Pearce et al., 2012; Pearce et al., 2012a), teachers are provided with multiple opportunities to practice (Kretlow & Bartholomew, 2010; Latham & Gross, 2013) and to receive feedback (Guskey & Yoon, 2009) on new skills and strategies. Teachers learn by doing (Knowles et al., 2012) through engaging activities (Kazemi & Hubbard, 2008; Riches et al., 2011) and practice (Latham & Gross, 2013; Shell et al., 2010).

The most effective professional development experiences use multiple forms of presentation such as discussions, collaboration, hands-on activities, problem-solving opportunities, and learner-created presentation (Gibson & Brooks, 2012; Lee, 2007; Hill, 2007). The most beneficial elements of professional development experiences were hands-on workshops that actively engaged teachers (Chan, 2010; Garet et al., 2001; Riches et al., 2011; Sun et al., 2013) by including learning opportunities requiring active participation (Desimone, 2009, Pearce et al., 2012a). Teachers also articulated their appreciation for instructors' use of modeling as a technique for teaching how to implement hands-on activities (Yates, 2007) and the use of more real world contexts (Van Duzor, 2011). Invarson, Meiers, and Beavis (2005) also found that a focus on content and opportunities for active learning yielded the greatest impact on program outcomes. By putting staff development into a personal context, transfer of ideas is more likely (Kazemi & Hubbard, 2008). It is beneficial to provide materials that are flexible enough to be used in a variety of settings and throughout the year. Knight (2009) learned

that professional development workshops needed to be geared toward the audience they were being presented to in order for them to meet teachers' needs and to be transferable to their specific teaching assignments and content areas.

Content Focused

Skills taught during professional development must be linked to student learning goals, (The Teaching Commission, 2004; Correnti, 2007; Garet et al., 2001) organized, and resolutely concentrated (Birman, Desimone, Porter, & Garet, 2000; Garet et al., 2001; Guskey, 1995). In addition, professional development was found to be more successful when a limited number of goals were clearly defined and taught in depth (Nielsen et al., 2008). When designing professional development, creators should ensure new learning is aligned with district curriculum (Cobb & Jackson, 2011; Odden, 2011), is relevant (Allison, 2013), and is able to be implemented immediately (Chan, 2010; Knowles et al., 2012). Trainers should guarantee professional development meets the situational needs of the teachers involved and provides skills training for their specific content (Allison, 2014). Deep, rigorous learning of teachers' discipline occurs during content-rich workshops (Stein, Silver, Smith & Henningsen, 2009). Traditionally, only half of all professional development experiences focus on instructional practices within a content area specific to what teachers teach (Garet et al., 2001; Hough 2011).

Interestingly, Garet et al. (2001) also found that these indicators had a greater impact on teacher learning than the format of the professional development session (such as a workshop format as opposed to a book study). Although the model originally targeted mathematics and science classrooms, replication of the model yielded positive

results in other content areas such as literacy (Desimone et al., 2002; Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Quick, Holtzman, & Chaney, 2009). Professional development, however, can be effective when it is given by professionals or experts who embed instruction directly into a teacher's content area classroom (Cantrell, Burns, & Callaway, 2009; Reed, 2009). Embedding professional development within the classroom and subject area was one contextual structure found to be effective in promoting instructional change (Chong & Kong, 2012; Nielsen et al., 2008).

Collaboration

Effective professional development allows for collaboration (Fogarty & Pete, 2007; Latham & Gross, 2013; The Teaching Commission, 2004), an essential component for teachers' growth (Hofman & Dijikstra, 2010; McLaughlin & Talbert, 2006; Vescio et al., 2008). Collaboration among teachers produces almost the same learning effect as instruction received directly through a professional development workshop (Sun et al., 2013). When teachers collaborate, sharing experiences and knowledge, they become invaluable resources for each other (Carpenter-Acby & Acby, 2013). Kazemi and Hubbard (2008) suggest that individual and collective learning should be accounted for both during and after professional development in order for full transfer to occur. The impact of community and active learning far exceeds the impact of the traditional one-day workshop model (Hofman & Dijikstra, 2010).

When organizing professional development for teachers, principals must draw on the varied experiences and expertise of their teachers as a catalyst for change (Baron-Donavan, Wiener, Gross, & Lieb, 2005; McLaughlin & Talbert, 2006). Such recognition

will lead to sharing, collegiality, and collaboration among teachers on a campus (Terehoff, 2002). Professional development trainers are generally accepted when they have a prior relationship with participants (McClelland et al., 2002). Those being trained tend to feel more comfortable with the professional developer when he/she comes from their peer group, as in the case of the TOT model of professional development (Martino et al., 2010). When teachers feel comfortable, they will engage fully with workshop ideas (Shell et al., 2010).

Coherence

When planning workshops, trainers should implement a backwards design method that focuses on clarifying the intended impact on student learning by identifying new practices with potential to produce desired results and then select learning activities to promote teacher mastery of these new practices (Guskey, 2014). In 2010, the U.S. Department of Education reported quality professional development as a support for teachers directly affecting student success. In order to effect change, professional developers must begin with the end in mind (Covey, 1989) and plan backwards, leaving the andragogy strategies until last.

When one is engaging teachers in professional development, it is important to consider adult learning theory and best practices for effective professional development (Birman et al., 2007; Desimone et al., 2002; Guskey & Yoon, 2009) to create an impactful workshop that transforms teachers' instructional practices (Burke, Hutchins, & Saks, 2013; Saks & Burke-Smalley, 2014). Furthermore, changes in teachers' beliefs and practices tend to be driven by effective professional development (Guskey, 2002).

Therefore, understanding the motivations behind teachers' attendance at professional development workshops can inform decisions regarding content, impacting the effectiveness and ability to meet the individual needs of teachers (Van Duzor, 2011), and provide guidance on how to create an effective professional development workshop. Teacher leaders are an imperative part of this process.

Teacher Leader

Current leadership trends show rapid turnover and constant change (Burkholder, Gates, Hamilton, & Ikemoto, 2012; Mascall & Leithwood, 2010; Samuels, 2012; School Leaders Network, 2014), making it crucial for today's leaders to spend time and resources building capacity to fill tomorrow's vacancies. In a study of department chairs, established teacher leaders, the resounding theme of their impact focused on managerial tasks and the role of problem solver (Feeney, 2009), not on the role of instructional leader or coach. Lacking collaboration, professional growth, and a focus on learning, leadership has become just another task to complete for department chairs, breaking the cycle of developing future teacher leaders, further supporting the need to build capacity within teachers and other personnel not currently holding a position of leadership.

Teachers view peer-led professional development positively (Hickey & Harris, 2005). Using teachers to provide on-site professional development promotes leadership development on campus. Engstrom and Danielson (2006) explored implementing classroom practices through the use of teacher-led staff development. This study was conducted to determine how best to support professional growth and to sustain changes based on those efforts. Participants indicated that this experience built a sense of

collegiality among the staff involved in this model of professional development. It also cultivated support for continued learning and informal, yet meaningful, conversations when time permitted. This study revealed to researchers that throughout the development process teachers require ongoing support in order to translate theory into practice effectively.

When delivering on-site professional development, teacher leaders bring collaboration and current classroom experience as well as knowledge and expertise to the professional development experience (Hickey & Harris, 2005). When training teacher leaders, a critical area to consider is bridging the gap between their knowledge and the sharing of knowledge (Clemans, Berry, & Loughran, 2012). Fostering the growth of capacity through teacher-led professional development will enhance leadership capacities within an environment in which they are comfortable and supported.

Teachers who implement new instructional methods with fidelity inadvertently become catalysts of change through their leadership from their classrooms (Ringler, O’Neal, Rawls, & Cumiskey, 2013). To cultivate their leadership skills, teacher leaders desire opportunities to practice and to hone their skills, especially through authentic practice that potentially positively impacts their influence (Searby & Shaddix, 2008). By providing professional development opportunities and coaching colleagues through their own classroom successes, teacher leaders are impacting schools through positive change. Leadership can be positively impacted in a short time period when implementing feedback and coaching practices (MacKie, 2014; Mangin, 2014).

Trainer of Trainer Model

With budget cuts and limited funds for educational causes, districts need a cost effective way to develop teachers for dealing with the difficulties of changing curricula and the growing needs of students. Districts require a further reaching practice to meet the growing and changing needs of diverse learners. It is difficult to disseminate new information, deeply and rigorously, to large bodies of professionals in an effective way. The TOT model has proven to be a cost effective way to train health and social care professionals (Martino et al., 2010; Pearce et al., 2012). By replicating this same process in different settings (Segre et al., 2011), such as school districts, the potential to impact campuses, teachers, and students, is likely to replicate the same positive results. Furthermore, this model proved effective for training large numbers of available staff (Riches et al., 2011). In addition, the TOT model offers education a strategy for extending expertise throughout districts (Tobias et al., 2012).

The TOT model uses highly skilled professionals, experts, or consultants to train designated participants (Martino et al., 2010) through the use of professional development workshops to develop proficiency in an area, with a specific program, with an intervention, or within curriculum (Pearce et al., 2012a). The newly trained TOT participants return to their campuses, areas, businesses, or departments and present virtually the same information to the people they serve, creating a broader scope of people trained, and greater potential for impact (Besculides et al., 2011; Marks, Sisirak, & Chang, 2013; Tobias et al., 2012). The TOT participants are also charged with directing and monitoring the implementation process (Martino et al., 2010).

The use of the TOT model of professional development prepares participants to take a leadership role (Peterson, 2014) by building capacity within schools and districts (Tobias et al., 2012). When all schools are represented at a district wide TOT, each campus then has a knowledgeable contact to answer questions, model ideas, and offer further training. With the traditional workshop model of professional development, once the outside trainer or consultant has left, there is no one to offer immediate feedback or support. Furthermore, traditional professional development only provides surface level understanding (Glassett, 2009). The TOT model makes it possible to tailor subsequent trainings for specific populations (Marks et al., 2013) and to personalize the instructional style of the TOT participant (Baron-Donavan et al., 2005). Due to relationships previously fostered in their communities, TOT participants tend to reach a larger, more diverse population (Bescuilde et al., 2011). Because TOT participants understand the culture of their respective communities, they are able to adjust and personalize trainings to meet the direct needs of their population (Bescuilde et al., 2011).

Pearse et al. (2012a) suggests there is no one perfect delivery method, and TOTs should use training techniques appropriate for the workshop audience and for the ideas being presented. Furthermore, Guskey (2009) argues that professional development practices will not be effective in all situations. Carefully planning professional development to meet the needs of the audience with careful consideration of the culture, context, and learners involved tends to garner the desired results (Guskey, 2009). When providing professional development for a large number of teachers, the TOT model of professional development provides a fitting possibility by fostering a common language

and by collectively integrating research-based, proven interventions in a timely manner. Applying Guskey's (2009) argument to professional development practices, participants should create their own workshop based on the needs and culture of their home campus, allowing a large scale professional development movement to be catered and individualized per campus base. When participants receive and present the information they learned, a combination of interactive learning and learning materials produce a more effective outcome (Pearse et al., 2012; Pearse et al., 2012a). Smaller group sessions contribute to success within professional development workshops (Bescuilde et al., 2011). In order for participants to present information to a group of adult learners, they will require in depth knowledge, experience working with the new ideas, and corresponding materials. After attending a TOT, participants require time to prepare (Griffin, 1999), and to review and to analyze (Vella, 1994) new learning, acknowledging that when learners are able to teach an idea to each other they have mastered the curriculum.

Well-developed, streamlined materials created for TOT participants to use during the initial workshop contribute to the success of future subsequent trainings (Bescuilde et al., 2011; Tobias et al., 2012). Segre et al. (2011) required TOT participants to create their own training materials and PowerPoint presentation for their workshops. Participants preferred all materials be available online for trainers' ease of access and adaptability (Tobias et al., 2012), with access to facilitator notes (Bescuilde et al., 2011). Use of additional materials, conducting additional research on the topic to prepare, and varying delivery methods aided in the success of TOT led trainings while still providing

accurate and standardized material (Bescuilde et al., 2011). After a well-designed TOT workshop, Baron-Donavan, Wiener, Gross, and Lieb (2005) found participants to be organized and engaging, while adequately presenting materials. TOT participants also felt confident in their teaching ability and well-prepared to present the new material. A well-designed TOT workshop can influence participants' attitudes toward themselves as teachers (Baron-Donavan et al., 2005) and can produce confident teachers who feel prepared to teach (Baron-Donovan et al., 2005).

The TOT model is a practical design for promoting large scale dissemination of curriculum materials and strategies (Assemi et al., 2007). The TOT model was found to be effective with teens (Carruth, Pryor, Cormier, Bateman, Matzke, & Gilmore, 2010; Mutchler, 2008), older adults (McClelland et al., 2002), clinicians (Martino et al., 2010), and social services agencies (Segre et al., 2011). Proof of the TOT model as an effective way to disseminate information efficiently and quickly to a large variety of individuals is also seen in the medical field (D'Eon & AuYeung, 2001; Ersek, 2006), with treatment programs (Martino et al., 2010), in nutrition education (McClelland et al., 2002), in higher education (Peterson, 2014), and in business. Residential home care staff members, trained by TOT participants, reported the information they received through the workshop was valuable and helped improve their craft (Riches et al., 2011). Urban (Mutchler, 2008) and rural areas (Carruth et al., 2010) were both studied, yielding the same effective results. Using a TOT model also produced relatively identical results as a one-to-one consultation with a professional (Segre et al., 2011). One study providing science professional development that trained 34 teachers with the TOT method

positively impacted 350 teachers the first year through workshops and more than 560 teachers in year two (Doyle, 2009). When using the TOT model with teens, research showed students prefer to learn from peer teachers because they were able to more easily relate to their peers (Carruth et al., 2010). Older adults trained by a TOT participant reported feelings of satisfaction and comfort from their workshop presentation and confidence in their abilities to put into practice the information presented (McClelland et al., 2002). In addition, the TOT workshop model had a significant effect on the confidence of participants' ability to develop and to present content (Assemi et al., 2007). The impact a TOT model could have on large districts that service thousands of employees is well worth examining.

Participants of the TOT need to display certain characteristics that align with leadership and presentation skills, on occasion being required to meet specific, sufficient standards (Martino et al., 2010). Effective results were found where participants of a TOT model workshop had less than expert level experience with the subject covered (Serge et al., 2010). When training on a specific intervention project, Bahr et al. (2006) found virtually no difference in the results from teachers who were trained through the TOT model and teachers who were trained directly by school district personnel. Teen TOT participants articulated feeling insecure in their own ability to provide effective training to their peers (Carruth et al., 2010) while paraprofessionals who were trained using the TOT method reported an increase in their confidence level and satisfaction with their abilities to teach the ideas from the workshop presented to them by professionals (McClelland et al., 2002).

TOT workshops include a variety of learning opportunities for participants beyond the content being presented. Professionals often offer training on adult learning styles and delivery methods (McClelland et al., 2002). Martino et al. (2010) suggests a significant amount of materials (Pearse et al., 2012a) and training time are required to adequately prepare TOT participants to train others. Teachers receiving instruction from personnel who participated in the TOT model yielded higher student success than their counterparts who received no training (Grimes & Millea, 2011; Grimes, Millea, & Campbell, 2009; Walstad & Rebeck, 2011). The TOT model of professional development could essentially provide effective training, sustainability for long-term implementation, and efficacy for participants and teachers (Riches et al., 2011).

Building Capacity with Coaching

Instructional coaches are in a position of teacher leadership, providing ongoing support for teachers on their campus in an effort to build depth and capacity on a daily basis (Doyle, 2009). Coaches offer opportunities for mastery professional development experiences to increase feelings of self-efficacy (Knight & Cornett, 2009; Hastings, 2012; Teemant, 2014) and to implement new instructional practices (Knight & Cornett, 2009). This collaboration with coaches is important to the implementation process and to sustain change (Nielsen et al., 2008). Because of their expertise, coaches should be called upon to assist content area teachers with the integration of specific strategies within their classrooms (Ness, 2007). With coaching, teachers reported an increase in their confidence and their ability to receive specific feedback (van den Bergh et al., 2013) regarding instructional practices and specific student concerns (Kretlow, Cooke, &

Wood, 2012). Coaching is a personal, valuable, and practical form of development that accelerates teacher growth, positively impacts teachers' attitudes, and allows for successful skill transfer (Teemant, 2014). Results often stem from teachers' feelings of safety and comfort due to their previous experiences and relationships with coaches (Orrill, 2006). Furthermore, time spent in collaboration and teacher teams significantly impacts a higher transfer of instructional practice implementation (Walpole, McKenna, Uribe-Zarain, & Lamitina, 2010).

Research affirms the need for on-site support and follow-up to ensure the effective transfer of instructional strategies to the classroom (Gibson & Brooks, 2012; Guskey & Yoon, 2009; Knight, 2009). If there is no follow-up support to professional training, implementation will most likely not occur (Knight & Cornett, 2009). However, the use of coaching has been found to improve teachers' efficacy, student achievement, and the transfer of skill from professional development to the classroom (Knight & Cornett, 2009). Teachers will implement, with a high level of fidelity, proven research-based instructional practices when coached (Knight & Cornett, 2009; Kretlow & Bartholomew, 2010). They also adopt new practices from coaching more quickly and with a higher quality (Kretlow, Cooke, & Wood, 2012) creating an easier transfer of learned strategies into practical classroom application (Knight, 2009). Therefore, coaching should always be combined with research-based instructional practices (Kretlow et al., 2012). When teachers are exposed to coaching, they are often found to sustain improvements in instructional practices over longer periods of time (Teemant, 2014).

Professional development training paired with coaching effectively promoted fidelity in the implementation of research-based instructional strategies (Kretlow et al., 2012) by providing a means of continued support (Jackson et al., 2006; Kretlow & Bartholomew, 2010; Kretlow et al., 2010). The combination of in-service workshops with follow-up support was an effective way to impact teachers' instruction and students' achievement (Yoon et al., 2007). After an analysis of multiple professional development studies, moderate effects were seen to student achievement when teachers receives only professional development (Yoon et al., 2007). When evaluating professional development workshops, it is difficult to prove increases in student achievement; and furthermore, when a professional development workshop is independent of other follow-up activities, they tend to lack the desired results within student data (Yoon et al., 2007). The understanding of their participants' needs guided the leaders on how to plan workshops to provide quality instruction to their participants. A strong relationship can be found between the transfer of practice to the classroom, professional development focused on content, and teacher participation in coaching (Quick et al., 2009). Coaching, although effective, does not supersede the need for quality professional development (Kretlow & Bartholomew, 2010) and collaboration. The combination of quality professional development and coaching was highly effective in creating change (Kretlow & Bartholomew, 2010; Kretlow et al., 2012). The TOT model effectively prepared participants to take a leadership role (Peterson, 2014), leading to building capacity on campuses.

Professional Learning Communities

School leaders should be held responsible for building collaborative cultures that provide opportunities for teachers to work together toward a common goal (DuFour, 2009). Teachers who share professional development experiences with teachers from the same school, grade level, or content area have the advantage of discussing students' needs and problem solving as they work through the implementation of new instructional practices (Garet et al., 2001). A community of learners focused on the analysis of their own practice is the most effective form of professional development (Nichols, Rickelman, Young, & Rupley, 2008). Teachers must first become metacognitive thinkers, learning to think about their own thinking process and to be reflective, before they can support students in developing their own metacognitive skills (Wilson et al., 2009). Teachers' professional development should be presented over time (Correnti, 2007) giving them opportunities to collaborate, to implement instruction with fidelity, and to gain access to new materials (Reed, 2009).

Teachers need to engage in collaboration in effective ways to integrate theory into practice (Cantrell et al., 2009). These educators must be willing to work interdependently with one another to implement their new knowledge within the context of their classrooms (DuFour, 2004). In order for collaboration to be effective, teachers must be allowed time to meet throughout the year and to expand their knowledge and professional learning (Lieberman & Pointer Mace, 2008). When directly involved in PLCs within their campus, coaches were better able to understand where teachers' knowledge

originated from in an effort to diagnose their needs and the needs of their students (Yates, 2007).

This model of job-embedded professional development or PLC is “an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve” (DuFour et al., 2010, p. 11). Through an interdependent process, collective teams work towards common goals (Hord, 1997; DuFour et al., 2010). The collaborative knowledge and skills of PLC teams can contribute more to the continuous improvement efforts (Schmoker, 2005) than single day attendance of professional development sessions. Through this interdependent process, teachers will learn from other teachers and students as well (DeFour et al., 2010; Schmoker, 2005), shifting the focus from teacher-centered to learner-centered communities. When provided a safe environment, teachers who are engaged in the learning process are more likely to internalize ideas and to practice strategies (Shell et al., 2010). Professional learning communities provide a safe, structured environment for planning, and collaborating (McLaughlin & Talbert, 2006; Owen, 2014).

Self-efficacy

Self-efficacy can be defined as the self-belief in the ability to accomplish tasks and the impact those beliefs have on motivation, behaviors, and the ultimate failure, or success of implementation (Bandura, 1997). In the context of this study, efficacy may be explained as the perception in one’s own belief in their ability to reproduce a professional development workshop based on the intervention strategies taught during a TOT

professional development workshop. If TOT participants do not possess enough self-efficacy to return to campuses and to practice the strategies presented in a TOT workshop format, they will ultimately be inadequately prepared to present information and strategies to members of their faculty, to offer support during PLCs, and to coach teachers to implement effectively strategies within instruction. What role does self-efficacy play for participants of a TOT workshop model?

In order to bring about instructional change, reformers must attend to the efficacy beliefs of the teachers involved (Nielsen et al., 2008). Teachers who describe their efficacy in terms primarily of personality factors are more likely to view the changes or improvement pessimistically and to be very reluctant to try new instructional practices (Guskey, 1995). These teachers would require extensive guidance to successfully implement new practices into their classrooms. The follow-up support during the implementation phase increases teachers' sense of efficacy, which positively influences student achievement (Ingaverson et al., 2005). Furthermore, as teachers see academic improvement, efficacy increases (Tschannen-Moran, Hoy, & Hoy, 1998).

In a study of four different professional development models, Tschannen-Moran & McMaster (2009) found feelings toward implementation of instructional strategies were related to coaching during follow-up sessions which were not their initial beliefs of self-efficacy. A well-developed TOT workshop was found to help participants gain an understanding of specific content knowledge and materials and the confidence to enlighten others on difficult material (Wiener et al., 2005). In order to sustain change

through professional development, teachers' self-efficacy must be developed (Chong & Kong, 2012).

Teachers who lack personal efficacy toward their ability to lead will not flourish as teacher leaders (Phelps, 2008). Resiliency, the ability to overcome obstacles and a self-reflective nature, is a characteristic that defines teacher leaders and influences student learning. In order to build these characteristics, teacher leaders need a supportive culture (Barth, 2006; Phelps, 2008) in which to grow and thrive. The TOT model impacted teachers' knowledge and instructional techniques which in turn effected student outcomes (Grimes & Millea, 2011), but did trainers feel confident, equipped, and knowledgeable enough to deliver quality professional development?

Summary

A substantial amount of professional development training paired with implementation resources are essential to adequately prepare TOT participants to train (Martino et al., 2010). It is believed that after a mastery TOT professional development experience, teacher leaders who participated in a TOT model workshop will be able to execute professional development on their campus, with their feelings of self-efficacy as an indicator of their effectiveness. Therefore, by providing teachers with mastery experiences and opportunities to increase self- efficacy, teacher effectiveness, and student achievement will increase. Martino et al. (2010) calls for further research on how to adequately support and prepare participants of a TOT when they are generally discovered to cover workshop material with less depth and competence.

CHAPTER III

METHODOLOGY

This study explored teacher leaders' perceptions of the Trainer of Trainer (TOT) model of professional development, teachers' perceptions about the training they subsequently received from teacher leaders on implementing strategies for supporting diverse learners, and students' perceptions of how teachers respond during difficult learning situations. The implications from this study provide insights on the effectiveness of the TOT model of professional development in an elementary school setting using teacher leaders to train teachers on new instructional practices. Through the use of the TOT model of professional development, the Bright Star district expected to build teacher capacity to meet the changing needs of struggling learners and English Language Learners with strategies designed for these diverse learners. The TOT model is a proven approach to developing professionals across many disciplines (Martino et al., 2010; McClelland et al., 2002; Riches et al., 2011; Segre et al., 2011) but is not widely studied in an educational setting. Through analysis and understanding of the perceptions of those involved, ideas regarding professional development are used to determine the potential of the TOT model of professional development's ability to build leadership capacity within teacher leaders and to impact teachers' instruction of diverse learners. Through this model of professional development, teacher leaders were offered an opportunity to acquire new skills and strategies that were to be shared with their campus teachers on best practice teaching strategies for struggling and second language learners. This TOT on strategies for diverse learners was meant to meet a need for the school

district with instructional practices to support struggling learners and English Language Learners. This model of development is critical in this situation to offer support toward increasing the achievement on a large scale.

A case study design (Creswell, 1998) was chosen as a method to discover the perceptions of teachers and teacher leaders within their natural learning and leading environments. The data for this case study of the TOT professional development model was collected from the same school year beginning in October 2015 and ending in April 2016, from a variety of sources within an elementary context (Creswell, 1998). This case study describes what teacher leaders did after the TOT, what factors influenced their actions, and how the TOT model impacted their growth as teacher leaders. Also, teachers' actions after their professional development workshop have been considered for purposes of understanding the depth of influence regarding teacher leadership. Students' perceptions of the ways teachers make learning more obtainable for them were considered to support their interactions with workshop material. The main sources of data included within the study are researcher interviews with teacher leaders, teachers, and students, observations of teacher leaders' professional development and teachers' classrooms, reflections, and TOT artifacts such as PowerPoint slides and teacher leader handouts. Three questions provided a guide for the scope of this study:

Research Question 1: What are the perceptions of teacher leaders regarding the Trainer of Trainers model of professional development?

Research Question 2: What are the perceptions of teachers regarding the

professional development they received from the teacher leaders who participated in the Trainer of Trainers model?

Research Question 3: What are the students' perceptions of how teachers make learning easier for them?

Qualitative Framework

The purpose of this study was to determine the perceptions of teacher leaders and teachers pertaining to the TOT model of professional development and to provide additional information to the field of education through the use of rich descriptions stemming from qualitative inquiry (Creswell, 2013; Patton, 2002). The use of the TOT model is accepted as an effective form of professional development to widely share effective teaching strategies, to develop teacher leadership (Martino et al., 2010; McClelland et al., 2002; Riches et al., 2011; Segre et al., 2011), and to impact classroom practice through the integration of diverse learning instructional strategies. Qualitative inquiry provides insight regarding teacher leaders' perceptions to provide support and quality, continuous professional development to the teachers. Also included through qualitative inquiry are teachers' perceptions about professional development provided through PLCs.

Research Setting

The Bright Star public school district, which served as the focus of this study, is a large urban district in southeast Texas. The organization employs over 7,000 total staff members (Texas Academic Performance Report, 2016). Given the size of the Bright Star district, it is difficult to find the time, space, and funds to provide professional

development to sufficiently equip teachers to meet the ever changing needs of students. Because of the demographics of the current students, there is a need within the district for teachers to grow in their capacity to use instructional practices to more effectively meet the needs of struggling and second language learners.

In 2016, the Texas Education Agency reported the Bright Star district services almost 56,000 students, of which approximately 76% are economically disadvantaged, 30% are English Language Learners, and 60% are At Risk for failure (Texas Academic Performance Report, 2016). The student population is comprised of 83% Hispanic, 6% white, 7% African American, 3% Asian, and less than 1% American Indian, Pacific Islander, and 2 or more races. The mobility rate for students is approximately 20%. The student population includes 5% Gifted and Talented students, approximately 28% of students are serviced through ESL or Bilingual programs, and 9% of students received Special Education services. Of the students who attend school in the Bright Star district, approximately 94% graduate. The Bright Star district employs approximately 4,800 professional staff members, including 3,800 of which are teachers. Beginning teachers comprise 8% of the population while teachers with 1-5 years of teaching experience is 34% with an annual turnover rate of approximately 15%. Bright Star is a large, urban school district which has most recently received an Accountability Rating of Met Standard (Texas Academic Performance Report, 2014). The large south Texas district at the time of the study included 35 Elementary Schools, 10 Middle Schools, 10 Intermediate Schools, and 6 High Schools.

Teachers in this district are provided a number of opportunities to attend free, in-district staff development on various subjects and at varying levels of professional ability each semester. Some examples include: Math Make and Take Mondays, Tech Tuesdays, various book studies, Ways to Differentiation, Introduction to Balanced Literacy, and Implementing Writer's Workshop. Built into the strategic growth plan, the Bright Star district included at least two days of data-driven, site-based staff development for all 35 elementary campuses it serves. On district wide staff development days, the district provides professional development that coincides with its district goals for the current school year positively setting up the teachers to make an impact on student achievement (The Teaching Commission, 2004).

Although the Bright Star district is large, covering students in three cities, there is no professional development structure suitable to accommodate all professional staff for the 35 elementary campuses. The district also understands that a one-day training of over 1,000 employees in a cramped space is not the most conducive learning environment when trying to impact instructional practices of teachers. The decision was made to host a TOT model to provide all elementary schools with unified information, strategies, and training in instructional practices. Teacher leaders from each campus were then trained on two separate days through a TOT on strategies for diverse learners. After each training they returned to their campus and provided training for the teachers at their campuses.

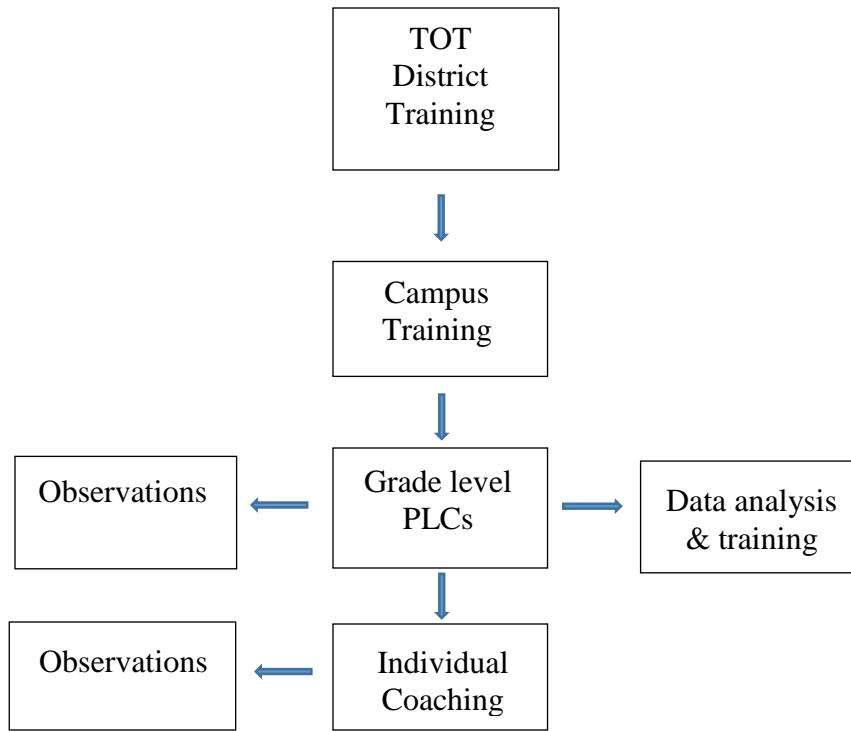


Figure 3.1. An Overview of the TOT model of professional development.

Figure 3.1 represents the layers of interactions and influence the TOT model of professional development has throughout the district as it moves from the campus level and across the grade levels.

The Bright Star district has chosen to adopt the use of the TOT process as the model of professional development best suited to meet the needs of district wide training days occurring the past several years. By providing a TOT model, the district's hope was to build capacity (Doyle, 2009; Grimes & Millea, 2011) within teacher leaders who exhibit presentation, leadership (Griffin, 1999), and coaching skills. These necessary qualities were essential for teacher leaders due to the district's expectations of the subsequent trainings they would provide. After attending two full days of in-depth

professional development on strategies for teaching diverse learners, teacher leaders were responsible for presenting a relatively similar workshop that shared the same information with their home campuses while advocating for these changes (Martino et al., 2010).

This research study using the TOT model of professional development encompassed many different layers of the professional development support as seen in Figure 3.1.

After district wide training, teacher leaders held campus trainings and then supported and continued the infusion of instructional strategies through PLCs and individual coaching.

The researcher observed each aspect of the TOT process through which data analysis occurred to better understand the perceptions and feelings toward the TOT model of professional development by teacher leaders and teachers, as shown in Figure 3.1.

Participation from each campus in the TOT was expected of all elementary schools within the Bright Star district, and the dates for the delivery of materials was preset on the district's yearly school calendar. The teacher leaders who were trained at the TOT by district specialists were comprised of two representatives from each of the 35 elementary schools in the district. School administrators were asked to choose two representatives from their school that would be able to present to their campus after a full day of training. They could choose the same two representatives to attend both sessions (the recommended course of action), choose two different pairs of individuals to attend each training session, or bring themselves and another administrator, or any combination of the aforementioned options. The choice of teacher leaders was very dependent on the needs and abilities of available campus personnel, resulting in a broad mix of teachers, literacy and mathematics coaches, and administrators. The Bright Star district uses site-

based management and entrusts campus principals to determine the appropriate plan to meet the varied needs of their individual campuses.

Each campus within the Bright Star district was responsible for sending two teacher leaders to a full day fall TOT training and a full day spring TOT training to learn strategies for diverse learners. Training dates for the fall and spring TOT were specifically picked to occur approximately three weeks prior to the district wide staff development (DWSD) day which was the district's designated day teacher leaders were required to present the strategies for diverse learners on their home campus (Griffin, 1999). This model allows trainers to gather new information during the TOT, take a few weeks to practice the diverse learner strategies, further research the topic, and then customize the presentation and activities to the needs of their campus (Vella, 1994). The TOT model allows for time to reflect (Doyle, 2009), fine tune, and plan their presentations (Guskey, 2009). By building capacity at the campus level, TOT participants would be more readily available to offer support, check fidelity of implementation, and provide further training to meet the needs of their teachers. Because they already have rapport with their peers, it was expected that strategies would be more easily accepted by teachers (Carruth et al., 2010) and incorporated into classroom practice within a reasonable amount of time (Orrill, 2006).

Feedback at the conclusion of the previous school year from district administrators showed a desire for the district to provide more professional development on strategies to support diverse learners who might include: English Language Learners, struggling learners, and/or learners with disabilities. Those different groups were

referred to as one under the heading diverse learners for the purposes of this training model. This model had been used for a limited number of professional development experiences for the district in the past but never by the two specialists currently assigned to carry out this TOT workshop.

Specialists from the district designed the TOT workshop using andragogy principles to provide training on strategies to meet the diverse needs of English Language learners, struggling learners, or/and learners with disabilities. Using numerous professional resources that cited specific, research-based instructional strategies, the decision was made to focus on the development of the executive function part of the brain and to present specific strategies that counteract specific dysfunctions of the executive function. Presenters attempted to make connections between how these same strategies meet the needs of second language learners as well as learners who struggle. Because research-based instructional practices were chosen that meet specific learning deficits and language acquisition barriers, strategies are applicable to all teachers participating in the professional development. The research-based strategies are intervention strategies for any diverse learner.

The specialists created the TOT sessions to mirror the same process the teacher leaders would use when providing the professional development on their campus. However, the trainers were given free rein to adjust and tweak the professional development to meet the individual learning needs of their campus (Guskey, 2009), as long as the content pertaining to the intervention strategies for diverse learners remained true to the same strategies and was presented to the same depth as the specialist originally

provided. This helped to insure the fidelity of the training even though participants were encouraged to change engaging activities to meet their campuses and personal learning styles, to add to the presentation, and to apply their own knowledge and experiences (Doyle, 2009). During the training, specialists provided teacher leaders with background knowledge on the executive function, provided opportunities to practice each of the new strategies being introduced, and provided teacher leaders with a guide on how to teach each new strategy. By allowing trainers to be actively engaged in the training and implementation process (Carruth et al, 2010), the district hoped to gain higher rates of trainer buy-in for learning and implementing the intervention strategies for diverse learners. To keep participants engaged during delivery of the training, adult learning strategies were used throughout the training session to help facilitate teachers' implementation of the instructional strategies (Knowles, 1980; Doyle, 2009). Information was provided in formats that were engaging (Thomas, 2003), relevant, and collaborative. The training was conducted in such a way that teacher leaders could return to their campus with all materials used in the TOT workshop and recreate a relatively similar workshop on their same campus.

The training session was strategically planned to present theory first, followed by application of strategies to address students' needs, and then to plan for implementation into practice (Lee, 2007; Hill, 2007). Teacher leaders were provided opportunities for practical personal application (Desimone, 2009) and then presented, through a model lesson, how to train other teachers to use the research-based instructional strategies for diverse learners in classroom implementation (Yates, 2007). Teachers were asked to

repeatedly apply the strategies to specific diverse learners in their classrooms (Kretlow & Bartholomew, 2010). They were also given time to process new intervention strategies (Vella, 1994) and to apply the strategies to upcoming lesson plans or grade level specific learning standards (Kazemi & Huubbard, 2008).

As the creation of the professional development began, the biggest issue facing the specialists was how to get their expert knowledge to the teacher leaders and back to the teachers on their campus. In an attempt to provide teacher leaders with all materials needed, leader packet was created for each trainer, containing all the materials they would need to recreate the training the specialists presented (Pearse et al., 2012; Pearse et al., 2012a). The packet contained a suggested schedule for presentations, a teacher leader presentation guide, one copy of all activities, handouts used during the presentation, and a copy of PowerPoint presentations. A PowerPoint presentation was created for the teacher leaders to use when specialists presented the professional development during the TOT. A slightly different PowerPoint presentation was created for the teacher leaders to use while delivering professional development to teachers on their campus on DWSD days. Items that were only necessary to the teacher leaders were left out of the second PowerPoint, such as: a materials list, copy items, and an agenda for DWSD presentations. The teacher leaders' packet included in depth notes written for each PowerPoint slide to guide trainers as they presented and provided extensive support (Doyle, 2009). Some slides included specific statements for which presenters were instructed to "say this." References to pages in books were left so trainers could do additional research prior to

presenting information. These pages were copied and bound for the presenters to take with them at the end of the TOT workshops.

Teacher leaders received a paper copy, as well as an electronic file that contained all materials from the TOT workshop. With the electronic materials teacher leaders were able to make adjustments to their presentations and materials to meet the specific needs of their campuses (Guskey, 2009). Campuses participating in this study who adjusted their presentation materials provided the researcher with copies of all adjusted materials.

The training was held in a large room, 20 group stations were created with 2 tables that could hold up to 6 participants equipped with plastic organizers holding supplies. Tables were preset with all the materials needed to complete each activity throughout the day. Two screens for viewing the projected materials were positioned at the front of the room. Presenters generally stood toward the front of the room, moving around to check for understanding and to answer questions during activities. Exit tickets were collected before the lunch break and at the conclusion of the TOT workshop (Doyle, 2009). Exit tickets included these three questions for participant reflection: How do you feel about presenting the information from today's professional development to your campus? Is there anything you are unsure about? What could have been done differently to better prepare you for DWSD day? After the completion of the first DWSD day, specialists took the comments from the exit tickets to make any needed adjustments in preparation for the second and final TOT training. At the conclusion of the spring DWSD, approval from the Committee for the Protection of Human Subjects (CPHS) was

obtained. Subsequently, teacher leaders were identified, teachers and students were randomly chosen, and interviews and observations were conducted.

The Sample

After administrators chose two teacher leaders to attend two full days of professional development under the TOT model, participants were expected to receive the information and use it to present to their individual staff at their respective campuses.

Because the information from this study is not generalizable in every situation, a purposeful sample was chosen to address the questions of this study (Creswell, 2013).

Maxwell (1997) defines this as a type of sampling which “particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices” (p. 89). By using a purposeful sample, the researcher deliberately selected participants who were found to engage fully in the TOT process and provided rich information to the study (Creswell, 1998; Merriam, 2009).

Qualitative research studies generally select a smaller sample of individuals in which to study their actions and experiences and how events are influenced by such (Maxwell, 2009). For this case study, two teacher leaders from two different campuses were selected (Creswell, 2002) as participants. Two teacher leaders were purposefully chosen to represent a range of experiences from early experiences as a coach with less than five years in that position to an experienced coach with five to ten years of experience and service. Their selection was based on attendance at the TOT, their leadership positions, and campus implementation of PLCs. A variety of experience levels were chosen to enrich the data to the fullest extent possible. They were chosen to participate in three

interviews and three observations. Two teachers from each of the two campuses from which the teacher leaders serve were homogenously chosen (Onwuegbuzie & Leech, 2007) for three interviews and three classroom observations which took place between October of 2015 and March of 2016. Teachers were also chosen based on three criterion: participation in campus professional development provided by a teacher leader, classroom teacher currently serving diverse learners, and previous interactions with the teacher leader in a coaching capacity. In addition, one student from each teacher's classroom who was randomly chosen for the study, was also homogenously chosen (Onwuegbuzie & Leech, 2007) to participate in one interview. All participants' privacy was maintained and protected throughout the study with the use of pseudonyms to reference their interviews and observations. Each teacher leader and teacher participant is described in detail in Chapter IV. Descriptions include years of service, teaching background, education, professional development experiences, and previous experiences with the TOT model.

Research Design

Most previous TOT studies used quantitative survey data (Marks, Sisirak, Chang, 2013; Martino et al., 2010; Zandberg & Wilson, 2013). In order to add to the current body of research, qualitative data was reported through this study to provide a different perspective on the impact of the TOT model of professional development. Through the use of a case study methodology, the researcher provided evidence for emerging themes developed from the analysis of multiple sources of investigation (Creswell, 2013). The intent of the researcher was to provide a deep understanding of the role teacher leaders

have during and after the implementation of training under the TOT model of professional development and to provide insight for future trainings using TOTs. As with all case studies, the researcher was the primary data collection instrument (Creswell, 2013). In an effort to validate findings, this qualitative research utilized a triangulation method with multiple sources of data and rich descriptions (Creswell, 2013). Sources of data included teacher leader, teacher, and student interviews, and teacher leader and teacher observations.

Data Collection

The researcher collected qualitative data during the yearlong study of the TOT model of professional development. The perceptions of teacher leaders, teachers, and students was collected and analyzed through the use of interviews, observations, and reflections. Data collected from each of these sources was used to answer the research questions. Figure 3.2 describes the process of data collection related to the questions posed in this study. This figure illustrates how each research question was studied and analyzed. Through the use of coding, data was analyzed and categorized into themes which were reoccurring or interpreted based on the similarities and differences mentioned by participants and observed by the researcher (Creswell, 2013).

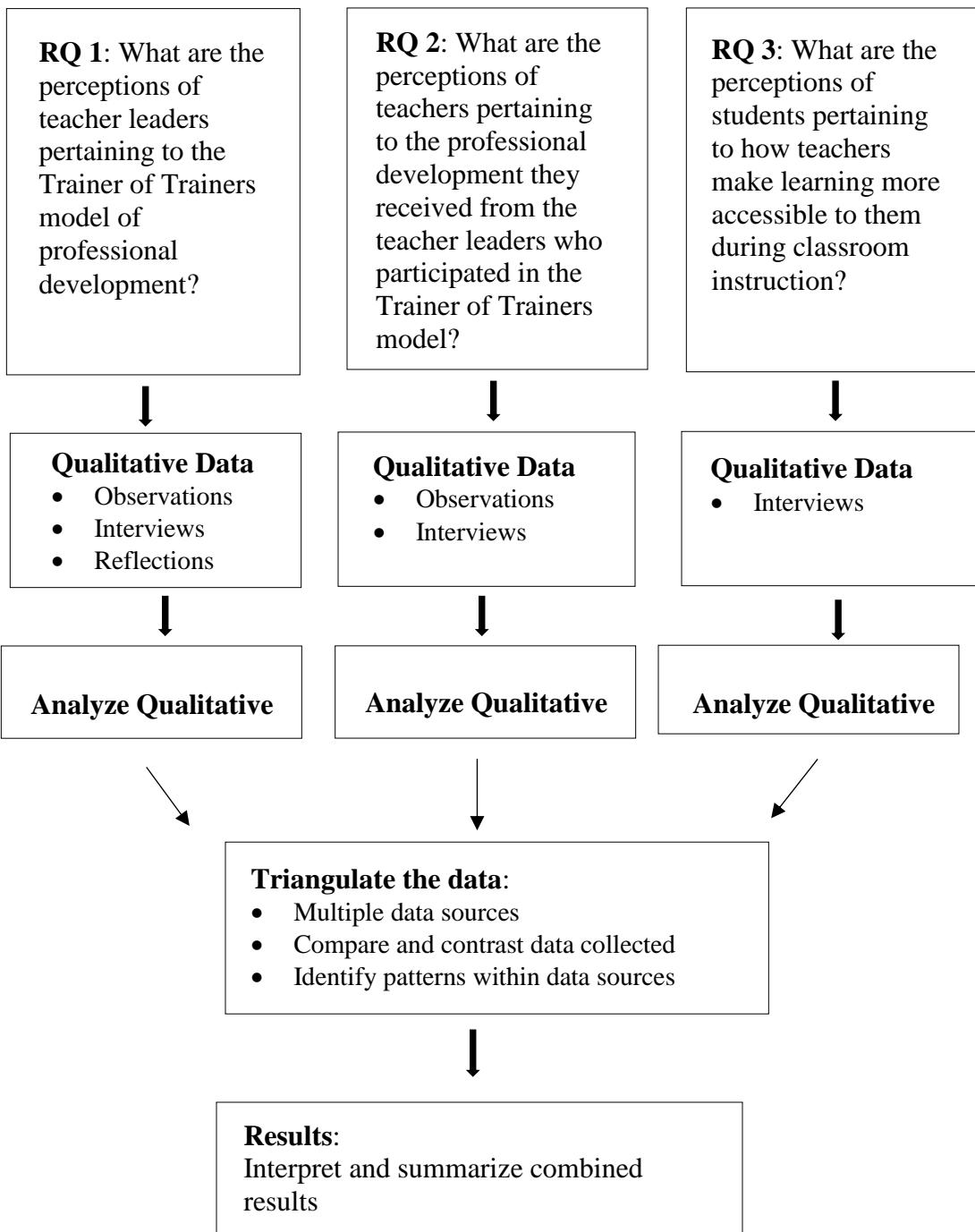


Figure 3.2 Data Collection.

Interviews

In order to cultivate a conversation, semi-structured questions and discussion topics were posed to participants in order to provide the researcher with information regarding their perceptions and experiences. Interviews were conducted by the researcher (Thomas, 2003), recorded for reliability, and held at the participants' convenience (Creswell, 2013). Interviews (see Table 3.1, 3.2, 3.3) were structured as a conversation, with prepared questions pre-planned to keep continuity in all interviews and to elicit targeted, purposeful discussion (Creswell, 2013). A guided approach to interviewing was conducted which allowed the researcher to ask follow-up questions that were spontaneous in nature but allowed for logical extensions to answers already provided (Thomas, 2003). By probing for deeper explanations and meaning, the researcher (Baxter & Babbie, 2003) extended the participants' explanations to obtain richer descriptions and more complete responses. The desire of the researcher was to keep interviews casual enough to allow for follow up and deeper questions in order to fully understand the teacher leaders', teachers', and students' perceptions and feelings.

Teacher leader interviews. The following examples of semi-structured qualitative questions were asked of teacher leaders during interviews in order to answer the research questions. The researcher inquired about teacher leaders' perceptions during the TOT, while providing professional development, and as they supported implementation on their campus as a teacher leader. Teacher leaders were interviewed three times during the study, once a month for three months between October 2015 and April 2016. While asking questions of the participants, the researcher used to following

indicators to ask follow-up questions which provided the researcher with evidence to support the questions being asked based on the responses provided. Examples of questions used to probe responses from teacher leaders are shown in Figure 3.3. Figure 3.3 represents which responses from teacher leaders indicates evidence that provides support for Research Question 1.

Evaluation Question	Indicators
Describe in detail your experiences with the TOT model of professional development.	Features of effective professional development Challenges of leading teachers
Please describe the process your school uses when implementing new school wide initiatives.	Perceptions of teacher leadership PLCs
Please describe how you feel student achievement has increased, decreased or stayed the same over the last year. Were there any school wide programs that you know of which affected achievement?	Coaching capabilities Implementation during PLCs Transfer of instructional practices Classroom implementation
Please describe your typical role as a teacher leader on a day-to-day basis.	Perceptions of teacher leadership Where growth occurs
Can you describe a specific training you gave as a result of a campus need?	Leadership capacity PLCs

Figure 3.3. Examples of Indicators for Teacher Leaders on Research Question 1.

Teacher interviews. Teacher interviews were conducted to gain insight into the perceptions of teachers about the professional development received from the teacher leaders and about their experiences with the implementation of instructional strategies for diverse learners. Teachers were also interviewed three times, one time a month for a total of three times between October 2015 and March 2016. Examples of questions used to probe responses from teacher are shown in Figure 3.4. Figure 3.4 represents which responses from teachers indicates evidence that provides support for Research Question 2.

Evaluation Question	Indicators
Describe in detail your experiences with the DWSD day professional development workshop on strategies for diverse learners.	Perceptions of professional development TOT effectiveness
Please describe the strategies your school uses to support diverse learners?	Impact of professional development Implementation
Please describe how the teacher leader supports you and your colleagues with strategies for diverse learners?	Impact of teacher leaders Coaching support
Please describe how you feel student achievement has increased, decreased or stayed the same over the last year? Were there any school wide programs that you know of which affected achievement?	Perceptions of professional development PLCs Transfer of instructional practices Classroom implementation
Please describe the typical role of a teacher leader on a day-to-day basis?	Perceptions of teacher leadership
How do you respond to teacher lead professional development?	Perceptions of professional development Implementation of instructional practices
Can you describe specific training you have received in response to the needs of diverse learners?	Perceptions of professional development Impact of professional development

Figure 3.4. Example of indicators for Teachers on Research Question 2.

Student interviews. Student interviews were conducted to offer insight into the perceptions of students about the instructional practices of their classroom teachers. Students were interviewed one time during the study, in groups of two or more. Examples of questions used to probe responses from students are shown in Figure 3.5. Figure 3.5 represents which responses from students indicates evidence that provides support for Research Question 3. Follow up questions were asked to clarify answers and to gain a deeper understanding into the instructional practices teachers use to assist students and how students perceive those strategies to help them.

Evaluation Question	Indicators
What does your teacher do to make learning easier for you?	Perceptions of instructional strategies

Figure 3.5. Example of Indicators for Student on Research Question 3.

Professional Development Observations

Each teacher leader was observed three times throughout the school year. Observations occurred between October 2015 and March 2016. Observations lasted between 15 and 30 minutes and took place during professional development sessions within PLCs or during individual coaching sessions. Observations were prescheduled with teacher leaders and occurred at the convenience of the teacher leader. Rich descriptions of the environment, topics discussed, and instructional strategies being used were provided to add to their interview data. A copy of all materials used during professional development workshops and classrooms visits was collected. The role of the

researcher during these professional development sessions was one of observer.

Reflective notes were recorded in the researcher's journal.

The researcher's role is that of nonparticipant (Creswell, 2013) to record any evidence of the integration of the instructional strategies learned from the TOT and subsequently presented to teachers during profession development. As a nonparticipant, the researcher did not interrupt training to correct or to add information. If asked specific questions regarding strategies and skills, the participant would address them without taking on the role of professional development provider. Observations were not evaluative in nature and did not include other data. The observer had a list of strategies presented during the workshop and tallied next to each strategy when it was observed (see Appendix A).

Reflections

Immediately following the completion of the TOT workshop, every teacher leader was asked to reflect on their experience in each workshop by completing an anonymous exit ticket (Doyle, 2009). The compilation of responses provided overall initial feelings of all teacher leaders involved in the TOT model of professional development. Teacher leaders were asked to honestly share their feelings regarding the training they received. The following probing questions were asked to provide the researcher with immediate feedback on the feelings and experiences of the TOT training process (Creswell, 2013): How do you feel about presenting the information from today's professional development to your campus? Is there anything you are unsure about? What could have been done differently to better prepare you for DWSD day? Reflections were used as another layer

of data used in the constant comparative method (Strauss & Corbin, 2008) when reading for emerging themes (Creswell, 2013). The researcher looked for key words and phrases that gave data to support themes pertaining to teacher leaders' perceptions of the TOT model of professional development.

Classroom Observations

Two teachers from each campus were randomly chosen for participation in this study which included three classroom observations each. Each teacher had to be a current classroom teacher, must have participated in the campus professional development, and must have been coached by the teacher leader. These four classrooms were observed for the purpose of identifying the use of strategies presented by the teacher leader during staff development. Each classroom was visited three times during instruction within the school day, between the months of October, 2015 and February, 2016. The purpose of the observation was to search for evidence pertaining to the transfer of instructional strategies for diverse learners presented during professional development into useful classroom practice and to ascertain teacher leaders' impact (Gibson & Brooks, 2012; Guskey & Yoon, 2009; Knight, 2009). Data was collected using the Teaching Dimensions Observation Protocol (TDOP), an observation tool used to describe teaching behaviors (Hora & Ferrare, 2014; Hora, Oleson, & Ferrare. 2013).

The TDOP provides a rich description of classroom practices in K-12 settings. Through the use of categories and codes, TDOP measures teaching practices by capturing specific aspects and types of teaching. The six categories consist of: teaching methods, pedagogical strategies, cognitive demand, student-teacher interactions, student

engagement, and instructional technology. Each category is broken down into specific codes which represent different instructional behaviors associated with each dimension of teaching.

The TDOP is available in a paper or web version. The observer collected data in two minute intervals and consists of marking a code when a behavior is observed. Every two minutes, all new behaviors observed were coded as they are added to the observation sheet, based on what the observer witnesses. The observer used the comment section of the TDOP to take detailed notes on any aspect of the classroom practice that is not already coded on the TDOP form.

Observations were then converted into a data matrix used to analyze and to describe information gathered. For the purposes of this study, a raw dataset was used to identify the prevalence of specific codes by calculating the proportion of two minute intervals in which the code was observed. Particular attention was given to the teaching methods sections since this research is interested in the transference of instructional practices from professional development into classroom behaviors. The TDOP is appropriate for this research study because it focuses on describing data, not on interpreting the quality of instructional or teaching practices (Hora, Oleson, & Ferrare, 2013).

The TDOP instrument was chosen because of its ease of use and inter-rater reliability. In 2012, researchers calculated the inter-rater reliability using Cohen's Kappa. Table 3.4 shows the inter-rater reliability calculated from a controlled study with three different analysts (Hora, Oleson, & Ferrare, 2013).

Table 3.1

Inter-rater reliability for TDOP

	Analyst 1	Analyst 2	Analyst 3
Teaching Methods	0.850	0.905	0.889
Pedagogical Strategies	0.789	0.834	0.815
Interactions	0.652	0.700	0.850
Cognitive Demand	0.833	0.727	0.621
Instructional Technology	0.926	0.888	0.728

Researcher's Journal

The researcher kept notes in an electronic journal during this process to capture individual thoughts, questions, and ideas as the study progressed. Notes were taken during each interview, observation, and during reflection. Time was specifically scheduled following the completion of interviews and observations to collect thoughts and questions before moving forward toward a new piece of data.

Role of Researcher

The researcher works as a district specialist and was one of the two staff who designed and delivered the TOT module. Therefore, the researcher was challenged and enriched by the direct impact on the TOT and general working relationship with study subjects. As a district specialist, it is the requirement of this position to coordinate, plan, and present information for the TOT workshop. Added benefits are the familiarity with many TOT participants and pre-established credibility among both parties. Due to the

familiarity among researcher and subjects, interviews were enhanced. The use of an observation tool ensured objectivity during classroom visits (Creswell, 2013).

Data Analysis

A qualitative approach to research was used to analyze data collected from this study. Using a constant comparative method, the researcher seeks to systematically identify categories or themes that emerge from the data (Strauss & Corbin, 2008). The analysis process included organization of data collected, coding data into themes, and presenting data through graphics and discussion (Creswell, 2013). Throughout this simultaneous process, the researcher searched continually for emerging patterns within the collection of data (Creswell, 2013). Data analysis began with multiple readings of interviews, field notes, reflections, and observations, while simultaneously scripting analytical notes. Comparisons were made across each of the different forms of data. As themes emerged from repeated ideas, words and phrases, they were recorded, charted and categorized (Creswell, 2013). Once a theme was identified, evidence to support or negate the theme was pulled from the data and charted to build support for implications. Coding was categorized by themes separately from teacher leaders, teachers, and students. Coded data provided implications to structure responses to the following research questions:

Research Question 1: What are the perceptions of teacher leaders regarding the Trainer of Trainers model of professional development?

Research Question 2: What are the perceptions of teachers regarding the professional development they received from the teacher leaders who

participated in the Trainer of Trainers model?

Research Question 3: What are the students' perceptions of how teachers make learning easier for them?

The emerging themes were presented as a rich description (Creswell, 2013) of each teacher leader, teacher, and student with detailed comparisons made between each situation.

Ethical considerations were used during the process of completing this research. Participants were protected through Bright Star's Internal Review Board (IRB) as well as University of Houston-Clear Lake's CPHS guidelines. Approval was requested and granted from each entity. Once approval was obtained from the district and higher education, the researcher explained to participants (teacher leaders, teachers, and students) the research process, informing them of their rights, and asked them to complete an informed consent document (see APPENDIX B). Parents of minors interviewed in the study were asked to sign consent forms for their children, stating they were allowing participation in the study (see APPENDIX B). Students were asked to complete an assent form stating their agreement to complete the interview (see APPENDIX B). Each participant complied and agreed to participate in the study. Pseudonyms were created for the district, as well as all teacher leaders, teachers, and students. At the completion of the study, data has been maintained according to the governance of CPHS and IRB and will be destroyed three years after the completion of this study.

Validity

Member checking was used as an acceptable form of validating qualitative data (Creswell, 2013). The researcher submitted transcribed copies of the interviews conducted to participants to verify the accuracy of the researcher's results and summary. The source of the research verified the information by confirming that what the researcher interpreted checks with the experience of the teacher leaders.

Triangulation

The data was also triangulated to provide validation of themes and comparisons. By using multiple sources of data, triangulation occurs and provides validity for results (Creswell, 2013). Triangulation occurs through the use of multiple interviews with the same subject and multiple observations of the same classroom over time. The use of reflections, observations, and interviews were triangulated to support consistency within the depth of analysis. Themes emerged across each data point that were consistent with what was said in the interview, observed in the classroom, and written in the reflections.

Limitations

Due to the district concurrent implementation of multiple initiatives (PLCs, standards based curriculum, school imbedded intervention and/or Response to Intervention (RTI)), it is impossible to determine that the results were just the effect of the TOT. The researcher is also the planner and presenter of the TOT and highly vested in the effect on the district, allowing for some impartiality on the part of the research.

Limitations regarding teacher leaders include the role of the teacher leader. Their role in their individual school differs among some campuses and differs from the role of

teacher leaders in other school districts as well. The teacher leader in this role could have been a classroom teacher, literacy coach, or administrator. The varied roles add extra depth to the research but limit the commonality among the findings.

Researcher Bias

As the developer and presenter of the TOT, the researcher is inherently biased toward the instructional practices and materials being presented. An internal desire for the subsequent professional development workshops to be well organized, engaging, and thorough is strong but did not interfere with the outcomes of the research. The role as the researcher was that of observer and inquirer, not evaluator or critic. Issues were expected to arise, and there was no way to be completely objective in this study, but the use of coaching methods were practiced as opposed to confrontation and unethical behavior.

Summary

Through qualitative research, this study examined the perceptions of teacher leaders during professional development using the TOT model. In addition, the researcher explored the perceptions of teachers during the training they received from teacher leaders and those of students who are directly affected by the implementation of strategies taught during professional development. Interviews were conducted with teacher leaders, teachers, and students. The analysis of these interviews follows in Chapter IV.

CHAPTER IV

FINDINGS

This chapter analyzes the qualitative results found through data collected during this study to answer research questions pertaining to professional development. Data includes interviews, observations, and reflections of teacher leaders, teachers, and students'. Their perceptions were analyzed and thematically grouped to discover ideas that support and challenge the use of the Trainer of Trainers (TOT) model of professional development. This information is beneficial to educators because the TOT model of professional development is a widely accepted and used form of professional development. In this particular case, it was used to disseminate information to teacher leaders and teachers on best practice strategies for meeting the needs of diverse learners. This was in direct response to a need for more support for learners who struggle as well as for second language learners. In order to use this model of professional development for maximum impact, included here are descriptions of participants, including background and educational experiences, the following research questions have been addressed:

Research Question 1: What are the perceptions of teacher leaders regarding the Trainer of Trainers model of professional development?

Research Question 2: What are the perceptions of teachers regarding the professional development they received from the teacher leaders who participated in the Trainer of Trainers model?

Research Question 3: What are the students' perceptions of how teachers make

learning easier for them?

Participant Demographics

This study included six adult participants, four teachers and two teacher leaders, as well as four student participants. All participants are currently employed or attending one of two Title 1 elementary schools from the same district that service Kindergarten through fourth grade students. All six adult participants took part in professional development on diverse learners. The teacher leaders initially attended two full days of professional development in the TOT model on strategies for diverse learners. They were then responsible for hosting their own professional development that disseminated the previously learned material, or turn-keyed the information, on their individual campuses. Each participant brought unique experiences to the study, and some common themes emerged among their comments and observations. One student from each of the classes of teachers who participated within the research study was chosen at random to be interviewed. The student interviews bring another layer of information to the study.

Adult participants ranged in age from 24 to 40 with varying years of teaching experience and educational backgrounds. Demographically, there were four Caucasian females, one Hispanic female, and one African American female randomly chosen to be included in the study. There were no males randomly chosen to be included in the study. Four participants graduated from a traditional university-based teacher preparation program, two teachers earned degrees in other specialized areas and also completed an alternative teacher preparation program, and one finished her teaching degree outside of Texas.

Of the four students randomly chosen to participate, there were two boys and two girls. Two were Hispanic, one was Caucasian, and one was African American. There were two first graders, one second grader, and one third grader. Students' academic ability descriptors ranged from struggling learner to gifted and talented; however, no student had repeated or skipped a grade level.

In order to protect the anonymity and confidentiality of all participants within the qualitative study, pseudonyms were assigned by the researcher.

Teacher Leaders

Teacher Leader One: Sandy

Sandy has taught her entire career for one district. During her teaching career she spent almost ten years as an elementary teacher in third and fourth grade classrooms. She holds a Master's degree in administration. Sandy attends an average of two professional development sessions per month in order to grow professionally. "I really like to attend [professional development] and I love going to conferences" (Sandy, personal communication, February 19, 2016). She further stated, "I also provide a lot of staff development" (Sandy, personal communication, November 16, 2015). She hosts a monthly average of three professional development opportunities for teachers on her campus and within the district to provide new, innovative ways to reach students. As a school leader in mathematics instruction, when she sees a professional development need "that I can't find a way to fix...I usually reach out to the district, or talk with other people on campus" (Sandy, personal communication, February 19, 2016) regarding appropriate trainings she can personally attend to support teachers and students. Her desire for

learning new ways to equip her to serve in the current leadership role as a campus instructional coach. When she first entered this role, the position was new to the school, and the school was new to her. Early on she “spent time in Kinder and first grade classrooms” (Sandy, personal communication, November 16, 2015) observing and has “gone in and done a lot of model lessons” (Sandy, personal communication, November 16, 2016) in order to learn more about those grade levels in which she had never taught to support her new role. This time spent in primary grades has taught her how students grow and develop mathematical skills while broadening her experiences as a teacher and coach of mathematics. While observing her interactions with teachers during professional development, there is a culture of collaboration amongst teachers as they share ideas, suggest new strategies, and discuss student data (Sandy, observation, December 4, 2015). With these recently acquired skills, she is able to lead the instructional practices for mathematics in all levels on her elementary campus. Her ability to coach other teachers and direct their learning and thinking was observed while watching her interact with a struggling teacher (Sandy, observation, February 25, 2016). When a teacher in her building reflected on Sandy’s impact as a campus leader in mathematics she shared, “She can really pinpoint something and say try this. She’s been doing it for so long, and she just knows (Lacey, personal communication, November 17, 2015). Charlotte also shared her thoughts regarding the instructional coaches on their campus, “They can do anything that you need them too and it could be different every day” (Charlotte, personal communication, December 4, 2015).

Sandy was asked a variety of questions pertaining to her experiences with the TOT model of professional development, other professional development experiences, and her leadership role while working with teachers and students. The following research question was answered through these reoccurring themes that emerged during each of her visits.

Research question one. What are the perceptions of teacher leaders regarding the Trainer of Trainers model of professional development? (RQ1)

Being an Expert. The district level specialists hosting the training provided information and examples for teacher leaders, but Sandy found it difficult to develop sufficient expertise after six hours of training to feel confident to return to campus and train teachers.

We got all of our materials. We basically sat through as participants. Then [we] came back to our campus, and it was up to us to organize and prepare, to familiarize ourselves with the material, and on staff development day we presented it. (Sandy, personal communication, November 11, 2015)

Sandy spent time going over the materials provided her while planning her campus training. “I don’t say everything that’s on the notes that they’ve given me, but I just kind of read through to be sure that I understand, and I highlight what I want to do and say with the participants” (Sandy, personal communication, February 19, 2016). She prefers to go through the training as a participant first and receive handouts with notes and an agenda. “It’s nice to know how much time you expect to spend on each thing” (Sandy, personal communication, February 19, 2016). Training materials, such as a

leader manual for the professional development workshop were found to support effective TOT models (Pearce et al., 2012a). Although becoming an expert in a one day TOT workshop is not always possible, Sandy spent time reviewing the materials given to all participants. All TOT participants were provided a spiral bound leader guide, a copy of the PowerPoint used for the TOT workshop, and a PowerPoint intended for use with teachers when teacher leaders turn-keyed the information. Sandy adds,

It's always been very important to give me the PowerPoint slides with notes on the bottom. I use those notes because I feel like the person who made the PowerPoint knows what they want to highlight on each slide....and then also getting a copy of the participant's handouts. I want to know what they're going to have, too. (Sandy, personal communication, February, 15, 2016)

Even though Sandy enjoyed the training and considered many of the strategies from the TOT training to be new, she felt unable to recreate the training to the depth at which she received it.

There's always that level of 'I'm not an expert on this' because I've only sat through it one time. There's always that fear that they're [teachers] going to ask a really good question that you're not going to have an answer to because you're not the actual creator of the staff development. (Sandy, personal communication, November 16, 2015)

To prepare herself for campus professional development, she went into a few classrooms and practiced the new strategies for diverse learners. "We tried to get into some of our upper level classrooms and do Talk Read Talk Write [a diverse learner strategy] so that

we felt like we could actually give them our feedback on how it worked" (Sandy, personal communication, November 16, 2015). Even though she was able to practice the strategy in a classroom, she was unable to practice the strategy at every level.

We weren't really sure about Talk Read Talk Write. I'd always seen it in upper grades, like sixth grade. So we weren't really sure how it would work with our campus. But, it actually went pretty well in fourth grade. That is the only grade level we were able to practice in. But whenever we were teaching it [the strategy during professional development], we're talking to first grade and second grade teachers too. I'm not really sure that it is an effective strategy, or that it would be as effective for them [younger grade students] as it is for the upper grade kids.

(Sandy, personal communication, November 16, 2015)

Although she better understood the strategies, she felt unprepared to answer in-depth questions from teachers regarding the strategies during or after professional development. "For the most part we felt prepared [to present], and we knew who to direct them to if there was more questions about the materials" (Sandy, personal communication, November 16, 2015).

As part of her leadership role on her campus, Sandy, as an instructional coach, is responsible for coaching teachers regarding their mathematics instructional needs. Her expertise recognized that "as a result of campus need" (Sandy, personal communication, November 16, 2015) she would need to provide some form of development to fulfill a campus challenge area.

There's been some confusion about guided math that I've been trying to implement in terms of number talks versus math stretches. So I spend a lot of time whenever I'm meeting with teams, not necessarily in staff development like the entire faculty, but with my teams, talking about the difference between number talks and math stretches so that it's not confused. I've had a lot of teachers say 'well, I'm doing a number talk,' and then they describe what they're doing, and it's not a number talk. So those things tend to come up just in conversation but instead of just fixing it with that teacher I've done it with the entire team. (Sandy, personal communication, November 16, 2015)

Her mathematical expertise on campus drives improvement expectations with real time professional development directly related to areas of confusion and need.

Considerations must also be made for the level of understanding and experience teacher leaders have toward presenting professional development workshops. Sandy brought attention to expertise and comfort level in her role as the presenter, not just with the new material. When discussing the teacher leaders who attended the TOT model of professional development, she stated:

We have to take into consideration their expertise in presenting. Some PFs [teacher leaders] present all the time, and others aren't as used to it. And then there are some new PFs. We have to kind of take that into consideration that some of the things our seasoned presenters would know, they [the new PFs] may not know. So time-wise you may have to talk more about presenting and less about content. (Sandy, personal communication, February 19, 2016)

As evidenced by the many situations brought to Sandy's attention during a brief interaction with two teachers (Sandy, observation, December 4, 2015), much is required from campus level instructional coaches throughout their daily interactions with teachers and from our TOT model of professional development.

Audience. In Sandy's experience, a more focused grouping of teachers yields a more desired outcome of teacher application. When comparing a previous TOT experience to this one she responded:

The one last year was more focused on math and it was grade level based. So your audience is limited to all those teachers for that grade level. The professional development [or instructional strategies] are very applicable to the audience that you're working with. (Sandy, personal communication, December 4, 2014)

The TOT for diverse learners' workshop had Pre-kindergarten through fourth grade teachers gathered together, and she did not feel this was the optimum setting for professional development. "Some of the strategies worked better in the upper grades versus the lower grades" (Sandy, personal communication, December 4, 2015). Sandy reported this seemed to cause disengagement of teachers when the material did not pertain to them. "I think you tended to lose teachers as you're teaching to the upper elementary or lower elementary" (Sandy, personal communication, November 16, 2015). When teachers can connect the content of the workshop to their classroom and prior experiences, they are more likely to implement new practices (Hough, 2011).

When teachers are grouped by grade level and strategies are content specific, it provides teachers with more application opportunities. “They [teachers] tend to pay more attention and be a little more open to conversation when it’s just the team instead of me looking at 45 people. You’re also able to differentiate a little bit more” (Sandy, personal communication, November 16, 2015). For Sandy, some of the strategies presented in the TOT did not feel applicable to younger grade teachers. She prefers smaller groups, separated by grade level and content. “If I see a need on the campus, it [professional development] is usually not something I’d do with the entire campus. I’d do it grade-level based so that I can make it specific to each grade level” (Sandy, personal communication, February 19, 2016). In her opinion this allows for differentiation and teacher talk.

They tend to pay more attention and be a bit more open to conversation when it’s just their team....you’re able to differentiate a little bit more because I know the teaching that’s going on at the different teams and the level of how far they’ve implemented guided math. I’m able to better differentiate for the teams. (Sandy, personal communication, November 16, 2015)

During one of those grade level focused professional development sessions, Sandy reflected on the teachers’ actions and conversations. Those conversations usually generate ideas, even if teachers’ implementation of new learning is not immediate.

It at least got them talking a little bit more. I’m not sure that they’re all there; it’s a hard thing for them to implement because they have to change their daily routine, and for a lot of teachers that’s very difficult for them to do. But, I do

think that it got them talking a lot more and kind of got the ideas generated.

(Sandy, personal communication, November 16, 2015)

From a leadership perspective, Sandy also prefers grade level bands of teachers grouped together.

When we do math district wide staff development, it is grade level specific. So, it's nice to get one grade; like I did third grade. So I get all third grade teachers from five campuses together, and we talk about math. It's nice because they're able to share their ideas. We're teaching new TEKS, and this is the second year, so there's definitely a benefit to that. (Sandy, personal communication,

November 16, 2015)

It is more than just trying to create professional development to meet everyone's needs; often times the instructional practices are completely different. "It's hard on an elementary campus because I feel like so many things kinder, first, and second are different than they are for third and fourth" (Sandy, personal communication, February 19, 2016). Sandy felt that splitting teachers into grade level specific groups would have made the most positive impact for her professional development on diverse learners.

When asked what she would have done differently to make the professional development workshop more successful, Sandy replied:

The only thing I can think of is if they split the grade levels. If it had been maybe first and second together and third and fourth together. It seems like there were some strategies that would be great for third and fourth and not so much for first

and second and vice versa. (Sandy, personal communication, November 16, 2015)

Follow up. The most difficult part of the TOT model is feeling of the one day workshop model that seem complete after the initial training. “I think the biggest thing [that needed to be added to the TOT] is the follow up” (Sandy, personal communication, November 16, 2015). Even though Sandy was trained on the strategies, it felt unclear as to what was expected from her post training teachers on strategies for diverse learners. Sandy reflected on other TOTs that she has been involved in and expectations for follow-up. “We usually come back later at another time and say okay, how’s it working? What more can we do? What more information do you need?” (Sandy, personal communication, November 16, 2015). If teachers would have been required to create “some sort of product that needed to come out of it [the workshop]” (Sandy, personal communication, November 15, 2015) or observations completed by a certain date, the accountability would have ensured the material was taken back to classrooms and integrated. Feedback for teachers on how they are progressing (Nielsen et al., 2007) and follow up activities (Gibson & Brooks, 2012) are critical for implementation and long term sustainability of new initiatives.

That’s one thing that’s really hard when it’s district wide staff development.

Because one person or two people planned the staff development, the people presenting it on the campus may not be as strong and may not ensure that they follow up and be sure that those strategies are being used. (Sandy, personal communication, November 16, 2015)

Once training was completed, her role in the TOT as a teacher leader was basically complete. She was unclear of where to go next, how to further support teachers with the strategies, and did not feel expert enough to know what to teach them next. “I basically just taught them what they had to do” (Sandy, personal communication, November 16, 2015). It’s difficult to coach teachers in areas in which teacher leaders do not consider themselves experts and makes it nearly impossible to extend learning when they are unaware of what professional development should follow. “It’s pretty difficult in a district our size. It’s really hard when you’re thinking about how you can ensure that something is being used on 35 elementary schools” (Sandy, personal communication, November 16, 2015).

When asked how she has previously followed up on campus professional development, she responded: “With walk-throughs and just in conversation with teachers. Just hearing what they’re planning on doing in their classrooms and things like that. I also talk a lot with the principals and find out what they saw as well” (Sandy, personal communication, November 16, 2015). The researcher observed Sandy coaching a teacher regarding guided math. Sandy created and used a specific note taking form for peer observations which included all of the attributes of guided math that had been taught during previous professional development workshops. Sandy indicated on the form those attributes the teacher implemented during her lesson (Sandy, observation, February 25, 2016). When asked if she had considered doing the same type of follow up with the information from the TOT, she shared that she had not but “might need to think about that” (Sandy, personal communication, February 25, 2016), indicating she would need to

consider some ideas that support future implementation of strategies from the professional development on diverse learners.

Form, duration, and active engagement. In Sandy's experience, affecting change is a slow, arduous process that takes place over time (Hough, 2011).

We've had a new district wide math focus for, I'd say, going on two years. We've been discussing academic talking in math for at least two years....so I'd say for two years district wide and then here [her campus] probably really hard core the last year. (Sandy, personal communication, December 4, 2015)

For Sandy, two staff development days on strategies for diverse learners felt as if there was not enough time to equip teachers and staff with the knowledge and skills necessary to return to their classrooms and integrate their new learning. She reflects on past professional development that had a lasting influence.

I feel like we've improved in some areas. Mostly math because we've been implementing guided math, and that's one thing that keeps reoccurring in professional development [over the two year period] is that we keep talking about it with the teachers.....I think that their achievement has increased, and I think it is a result of the way we're teaching math as opposed to previous years. (Sandy, personal communication, November 16, 2015)

Sandy's experience of focusing on the same new learning over multiple years is what she has found to be effective when implementing new instructional practices with her teachers and staff. "In terms of what we are doing right now, every single guided math workshop that we go to or host or every math conversation [collaboration meeting] we

have is centered around these activities....so you are constantly thinking about guided math" (Sandy, personal communication, December 4, 2015). Even with focused professional development over multiple years, it still takes teachers multiple years to implement, refine, and adjust instructional practices to fully integrate new learning. When asked if the implementation of guided math took place over the last year, Sandy responded, "Well, it's continued. It's been more than a year, but it's a big mind shift for the teachers, so it's hard to say that we just did it one year, and it's all done. It's still going" (Sandy, personal communication, November 16, 2015). In regards to one teacher she responded: "She's done a lot more with guided math this year, so I guess probably it was a year that it took her to kind of get it into place with the focus of professional development over multiple years" (Sandy, personal communication, December 4, 2015).

While observing Sandy in her teacher leader role coaching a fourth grade teacher, the researcher observed a particular mathematics strategy being integrated into instruction (Sandy, observation February 25, 2016). She explained that the integration of this particular strategy was new with this teacher, even though professional development around this particular topic had been going on "for over two years district wide" (Sandy, personal communication, December 4, 2015). Even though teachers are integrating new instructional practices, and students are taking on new learning strategies, Sandy believes academic achievement is localized to focus areas and takes multiple years to physically see in data.

I feel like we did better on the STAAR in math than I think all of us thought we

were going to do. But I feel like guided math had a little something to do with that, because we were able to meet with those kids in small group and really get to know their math abilities. (Sandy, personal communication, November 16, 2016)

Focus. Keeping professional development in all areas focused on the same topic, idea or expectation helps Sandy better support her campus.

I really like to attend conferences, but I feel sometimes it's overwhelming. You get so many good ideas, and then you really decide and prioritize which one you want to bring back to campus, and it's kind of hard. Especially when I feel like we're implementing so many things now that if I add just one more thing it might be too much. (Sandy, personal communication, February 19, 2016)

However, Sandy found it helpful if each area of new learning is focused toward the same common practice allowing for team meetings, grade level conversations, coaching cycles, and classroom observations to all be focused around the same new learning in order to guide teachers and produce strategic change in instructional practices. Sandy referred to this as “constant persistence” (Sandy, personal communication, December 4, 2015).

During the past year, Sandy’s campus focused on a particular mathematics strategy and “every single math workshop that we go to or math conversation we have is these guided math activities” (Sandy, personal communication, December 4, 2015). Using focused professional development over multiple years of implementation supports teacher’s ability to adjust their instructional practices (Nielsen et al., 2007; Sun et al., 2013). They also respond well to a variety of professional development formats that support their learning (Gibson & Brooks, 2012). Teachers are all working toward common

understanding and similar practices that can be supported consistently in multiple ways across the school. “One training this year was focused on math and it was grade level based. So, your audience is just all those grade level teachers. So it’s very applicable to the audience that you are working with. Everyone’s going to work with these same TEKS” (Sandy, personal communication, December 4, 2015). Sandy found that narrowing the focus beyond guided math to specific TEKS with which the group had been struggling to focus the learning, in turn making a case for focused professional development that integrates into the campus needs and plan of action for growth.

Teacher Leader Two: Patricia

Upon entering her brightly lit office, noticeable are the rows of organized shelves displaying different varieties of instructional materials and manipulatives within an expansive space which Patricia refers to as ‘PLC headquarters’ (Patricia, observation, November 16, 2015). She has been in education for almost ten years but did not start her career as an educator, she came to this field from the business world. She made a career change from business into education and implemented effective instructional practices during the teaching of reading and writing, evidenced by the many professional development workshops she teaches on literacy throughout the Bright Star district (Patricia, observation, March 3, 2016). Administrators recognized her excellence in the classroom as a teacher of readers and writers which led to her obtaining a leadership role as a campus instructional coach. Her attendance during professional development keeps her current on literacy practices as new ways to further support administrators, teachers, and students. Her current work towards a Master’s degree in Education provides

additional support to her continual growth as an educator. She also works to provide her teachers with strategies necessary to meet the needs of all students so that everyone is capable of success.

I think student success has increased based on how our teachers are learning new ways to teach ideas, different ways to teach things, better ways to reach all of their students where maybe that wasn't happening in the past. Teachers understand why we're doing what we're doing, and we all know what our goals are. (Patricia, personal communication, March 3, 2016)

In this newer position as a teacher leader, she has many hours working with teachers to develop their skills and grow them beyond what they thought was possible. She reflects on coaching teachers as "guiding them to make their own decisions but making sure they're informed decisions. You know, questioning and not telling" (Patricia, personal communication, April 25, 2016). She attends professional development each month to learn new teaching techniques and to work to develop teachers based on the needs of her campus and staff. She believes that campus based professional development should not be something "that's extra...so that they don't feel like it's something more [added] to their plates" (Patricia, March 3, 2016). She regularly relies on data to drive decision on her campus.

"The why is just as important as where are we going [and] what is our outcome because we want to be able to measure what we're doing. If we can't measure it, if it's not going to make a difference, or if it's not going to impact our goals, then what's the purpose of doing that?"

During three interviews, Patricia participated in conversational style inquiry that had her reflect on her experiences with the TOT model of professional development, her experiences with other professional development modes, and her coaching experiences.

The following data reflects themes that relate her responses to a specific research question in this study.

Research question one. What are the perceptions of teacher leaders regarding the Trainer of Trainers model of professional development? (RQ 1)

Expert. While reflecting on her experiences with the TOT model of professional development, Patricia truly enjoys the ability to gain new understandings. “It [the TOT] gives you that knowledge and that background to be able to share with teachers” (Patricia, personal communication, April 25, 2016). Patricia enjoys the process of honing and refining her skills, then adapting those skills to fulfill the needs of her campus. She does not have all the answers, so she relies on opportunities to learn from someone who has the experience she lacks. “Just getting to be an expert on something and learning from an expert I think was powerful, and I got to make it relevant to my campus....to bring it back and tailor it a little bit to my teachers’ needs and the way my teachers learn” (Patricia, personal communication, March 3, 2016).

When asked about specific things that make it possible for her to be an expert, Patricia referenced the TOT model of professional development and other experts as part of the process. “Well, the trainer of trainer model helps us be that expert. It gives us the information, and it allows us to think through the problems before we roll it out to the teachers. It allows us to meet with other experts and discuss situations or problems that

might come up or just how we might do things" (Patricia, personal communication, April 25, 2016). Patricia describes her role as a trainer for her campus after being part of the TOT professional development for diverse learners,

To be a trainer for my teachers and staff but also a resource for them to come to with questions. If they need me to go in and model something for them, if they need to know what something looks like, if they need me to come watch them do it and see if they're doing it right. I guess I'm just kind of the expert on whatever it is that we're rolling out. (Patricia, personal communication, April 25, 2016)

Part of becoming an expert on strategies for diverse learners was creating an opportunity to support the implementation and integration of best practice strategies over the long term. When asked to consider her role regarding follow-up opportunities that provide long term investment options for strategies for diverse learners, Patricia articulated a few different ideas.

We are going to be going into classrooms and walking through to see if some of these things are being done. We're also going to bring them up during our RTI meetings when we discuss Tier 1 kids but asking them what it is they are doing with their struggling students. I just think that going back and holding teachers accountable to make sure that they are doing something with them. Because before when we asked teachers what they were doing, their responses tended to be putting them on a computer or doing small group with them. That's great, but we need to know what kind of strategies are you doing with them. (Patricia, personal communication, November 16, 2015)

Follow-up is an important part of the ongoing process of professional development (Gibson & Brooks, 2012) and is also important to Patricia because it holds teachers accountable. She reflected on a specific follow up opportunity that was particularly beneficial for her campus.

After one particular training on running records, we pulled running records about twice a nine weeks and looked at them. It definitely is making a difference. We're seeing a lot more teachers using them correctly now and our data seems to be a little more consistent. (Patricia, personal communication, April 25, 2016)

Patricia believes that all of the information from the TOT workshop did not necessarily need to be regurgitated word by word to the teachers, but that the purpose was to make teacher leaders the experts and build capacity on campuses. They could own the material and decide what their campus needed. Patricia recalled,

We could synthesize the information for the teachers. Because I knew that, when we went to that trainer of trainers, it was an all-day presentation. So, you [as a teacher leader] had a little bit more time to learn about [what] we needed to know. Because as presenters we need to know everything about it and the background part of it. (Patricia, personal communication, November 16, 2015)

Experts do not always come from the format of a TOT model of professional development. Patricia reflects on expertise that has impacted her campus. "We figure out who the best person is to give us that training or who we need to reach out to, to come and visit, to give us some ideas, and support during roll out. Then we roll out in many different ways" (Patricia, personal communication, March 3, 2016). Patricia has to

consider the needs of her campus when considering the most impactful ways to develop teachers. “And sometimes it’s nice for them [teachers] to hear it from someone else, who they view as even more of an expert than you are. You know, they hear from us a lot” (Patricia, personal communication, April 25, 2016).

When asked to consider the characteristics of someone to roll out new campus initiatives, for Patricia just being knowledgeable was not quite enough; also having the experience is a key factor.

Someone who’s knowledgeable in the content of whatever we’re going to roll out.

Someone who has a good reputation for that in the district or on campus or someone who may have good experience with it. Not necessarily someone who’s at a higher level or a higher pay grade, but just someone who has some good experience. It could be a teacher leader or just someone on our campus who has a lot of experience doing that or trying it out. Someone who is definitely educated on it. (Patricia, personal communication, March 3, 2016)

Patricia attended a district training for an elementary reading intervention program where she went to gain the knowledge and bring the information back to her teachers. The training was not designed as a TOT model of professional development, but demands on her campus required that the workshop essentially become that. Her reflections of the process indicated it was not as productive as other TOT models of professional development she has attended and turn-keyed.

I went to kind of a trainer of trainers and learned about it [boxed reading intervention system]. We got to see how to implement it, what a lesson looked

like, and then we were able to bring that back to the teachers and help them implement and refine their practice and see where our next steps are. We went to team planning, looked at lesson plans, talked about what order to go in, and what it should look like. But I personally did not use the kit [boxed reading intervention system]. I think that hindered me a little because I'm not in the trenches with them using. (Patricia, personal communication, April 25, 2016)

Upon further reflection, she discusses the difficulties of not being the expert. "I don't have the experience. I've seen it used, and I've watched it being used, but not being able to really get in and do it I think has hurt a little bit. So usually I have to refer to some other teacher that is using it" (Patricia, personal communication, April 25, 2016). The level of expertise needed to provide professional development workshops for teachers requires application and mastery demonstration (Hough, 2011). Experience with instructional practices seems to be a key factor for Patricia in becoming the expert her campus needs to grow and develop.

Campus centered. Understanding the need for campus centered professional development, Patricia was asked to reflect on anything she may have changed from the original TOT workshop for teacher leaders for roll out on her own campus. Patricia responded,

I don't think we necessarily added anything to it. Just really kind of providing more of a focus to the activities. So instead of 'here's some activities, and here are some activities to be differentiated,' we provided them with what we think our kids would be able to use the most and get the most benefit out of and that could

be used within our current practices. So it wasn't that we really changed or added but just kind of providing a little bit more of a focus. (Patricia, personal communication, March 3, 2016)

Focusing strategies and instructional practices around the needs of students and the needs of the campus is essential to creating impactful professional development opportunities (Nielsen et al., 2007). When asked "When you're trying to do things based on their [teacher] needs, do you ever have to make adjustments in the material that's presented to you [as the TOT]?" Patricia responded positively and elaborated,

It's just like with kids, one size does not fit all, and it's the same thing with teachers when you're rolling out new ideas to adults. You have to tailor it to the ways that they learn best and to their needs. And so sometimes, you have to add a little bit or modify things a little bit to fit their needs or their learning style.

(Patricia, personal communication, March 3, 2016)

Patricia found the method in which materials were provided to teacher leaders during the TOT on strategies for diverse learners to be particularly helpful when making adjustments for her campus. "We also had access to the online copy [of all materials used in the TOT workshop] in case we needed to make some adjustments which I thought was helpful because, depending on what school you're at or what the background is, we might have needed to make some changes" (Patricia, personal communication, November 16, 2015).

When asked to consider the process she goes through as a teacher leader when deciding on what specific needs her campus displays regarding professional development, Patricia responded,

The main thing that we do to start is look at our data and see what our needs are on our campus and where we're lacking and whether it's through instruction or maybe its materials or maybe it's training. But we always start by looking at what our needs are on our campus, and then through that we kind of brainstorm and think about the best way to meet those needs and to provide training or provide the resources that they need. (Patricia, personal communication, March 3, 2016)

In order for roll out to be successful and for implementation to occur on campus, Patricia believes that the first step is teacher buy-in, which in her opinion is created by analyzing student data and is driven by campus need.

You have to have buy-in from teachers. So, getting that buy-in starts with showing them the data. We have to show them the reason behind what we're doing. Just like the kids, they want to know why too. 'Why are we doing this? What's our reason? What's our purpose? What's our outcome going to be?'.... If it's not going to impact our goals, then what's the purpose of doing that?

(Patricia, personal communication, March 3, 2016)

Understanding the purpose behind new instructional methods is critical to classroom transfer (Shephard et al., 2005). When teachers understand the purpose of the professional development, they are able to synthesize their previous knowledge with new learning and better understand how the strategies can create an impact in their classroom.

Therefore, leadership is needed to make decisions driven by data and campus growth opportunities. In order to tailor professional development for her campus, Patricia considers many different aspects of the data.

Looking at the data, what were the misconceptions, and where were things misaligned, and where did we have deficiencies? At least that's where I start.

And then, talking to teachers and seeing what they need, how I can help them, figure out what's going well and what's not going well. And then build [professional development] based on our needs from the data and from what teachers are asking for. (Patricia, personal communication, March 3, 2016)

When the training is localized to their campus' needs and focused on current instructional practices, teachers walk away with a greater familiarity of best practices. "And I think that the more professional development that we give them that matter like this did, the diverse learner training, it just gives them more tools for their toolbox" (Patricia, personal communication, November 16, 2015).

Occasionally tailoring professional development refers to more than just meeting the needs of the campus; it encompasses tailoring to the experiences and needs of the teachers. "If it's something that everyone else already has training on, then we'll just tailor it to those new teachers that are new to either our campus or our district or new to teaching" (Patricia, personal communication, March 3, 2016). Tailoring materials from a TOT workshop is beneficial for building teacher buy-in and toward teachers' growth opportunities during these sessions (Marks et al., 2012). Professional development

opportunities should support efforts to meet campus growth goals, fulfill a campus need, and align with current campus instructional practices.

Sometimes we get trainer of trainers on something that's just another thing. I think that this one was right on target; it's not another thing. We're already doing conscious discipline. We're already doing POWER time [district initiative for embedded daily RTI instructional time], with allotted time at every school in the district. I think it was definitely something that was aligned to where the district's vision is. It's just another piece of the pie. It wasn't something completely different than what we're already doing. (Patricia, personal communication,

November 16, 2015)

Form, duration, and active engagement. When deciding how to implement strategies for diverse learners, Patricia considers many different forms of professional development. Developing teachers comes in many formats; sometimes it's through coaching or "leading teachers in the right direction without telling them" (Patricia, personal communication, April 25, 2016). For Patricia, coaching looks different in each class with each teacher. "To help teachers improve their practice, I do that through modeling, co-teaching, through observing teachers, and providing them with feedback as well as helping them plan lessons" (Patricia, personal communication, March 3, 2016). When a need arose, and there was not a physical body to fill the need, Patricia found other options: "We've also done Skype observations" (Patricia, personal communication, April 25, 2016). Her coaching style reflects the use of outside of the box thinking and a growth mindset mentality. Using a variety of formats for professional development and

including coaching as a system of support influences a teacher's transfer of practice into the classroom (Gibson & Brooks, 2012). Other times, professional development comes through a more formal fashion, especially when introducing a new method or practice.

We roll out sometimes in a faculty meeting. Sometimes we'll roll out things in a PLC if it's tailored more to one grade level over another or if it differs based on the grade level. Sometimes it's only new teachers that need it. If it's something that everyone else already has training on, then we'll just tailor it to those new teachers that are new to either our campus or our district or new to teaching. Or even to those that teach math. So, it's a variety of ways to roll things out, but it's always based on our needs. (Patricia, personal communication, March 3, 2016)

Reflecting on her previous professional development, Patricia discusses particular considerations regarding audience and information being disseminated which can often lead to multiple trainings, different trainings, and varied trainings. "It was one for the upper grades and one for lower grades, so we did it different[ly] because [of] the needs of the teachers and the difference in practice at the different levels" (Patricia, personal communication, April 25, 2016). Teachers tend to become disengaged when materials are not directly connected to their current instructional practices and background experiences (Holyoke & Larson, 2009).

When presenting novel information to her staff, Patricia believes staff developers should be able to capture the audience. "We usually try to choose someone who has a good personality, someone who's fun to learn from, and someone who just makes it engaging" (Patricia, personal communication, March 3, 2016). Once teacher buy-in has

been created, a case has been built with data, and a purpose established, training around new initiatives or developing teachers' needs to secure teachers' attention and be easily integrated into their current instructional practices.

I think, in order to be successful, it's making it engaging and fun. Not something that's extra that they have to do. Something that can tie into what they're already doing. 'Here's a different way to do it, or here's another way, or let's try this.'

By giving them extra resources, extra ways to do things, differentiating what they're already doing so that they don't feel like it's something more added to their plates. (Patricia, personal communication, March 3, 2016)

Teacher leaders provided the researcher with insight toward personal perspectives through the TOT model of professional development and perceptions of other professional development experiences. Their candid responses and openness during the interview process added to the richness of the data. The addition of teacher interview responses allowed for a deeper understanding of the perceptions regarding professional development, including the TOT model.

Teachers

Teacher One: Charlotte

Charlotte has spent more than twenty five years educating primary-aged students. She is the current first grade team leader, a position she has held for over ten years. She has also taught one additional grade level, kindergarten, for three years. She graduated with a teaching certificate from a traditional university teacher preparatory program and went directly into the field after her student teaching experience. Most of

her career has been on the same campus under the same leadership. Her relationships with teachers and students are well established and provide a clear indication of her internal leadership on campus, as evidenced by the teachers who go to her for support and assistance with instructional practices (Charlotte, observation, February 17, 2016). Every year she spends a few hours each month in professional development workshops to get better at her craft. She's always looking beyond her classroom to the big picture as evidenced by her statements on impactful professional development: "I think it can't just be one piece. I mean, you have to get the whole picture; you can't just get one piece of the pie. You have to get the whole thing" (Charlotte, personal communication, February 16, 2016). She slowly implements new ideas with caution and preparation, and integrates new ideas into what she already understands to be working. "Anytime you break something into small goals, it's much easier to attain" (Charlotte, personal communication, February 16, 2016). She spent the last year implementing PLCs with her grade level team. It has been a slow ongoing process for them. "You have to have enough knowledge to take it to the next step. And it takes a long time to get that knowledge" (Charlotte, personal communication, February 17, 2016).

Throughout her many years of teaching, she has been part of a large variety of forms of professional development, ranging from self-selected to directed. She has held many different roles within the Bright Star district's model of professional development, from participant to presenter. Through all of these experiences, she feels the current belief system behind the PLC model is making the biggest impact on her personal professional development. "I think of all the developments that we've been to, those that

have to do with PLC, collaborative learning, and how you can work as a team to meet the needs of all kids have been really beneficial” (Charlotte, personal communication, February 17, 2016). She believes the ability to go slow through the process, truly understanding the big picture, and knowing where they are going for the long term have influenced her practices in a significant way. Some of the more impactful professional development experiences for her included a conference and a school visit. “I think seeing the Model RTI School in action and also going to the PLC conference and hearing the DuFours was [sic] definitely a benefit that some of the other teams didn’t have the chance to do that brought extra understanding to the team” (Charlotte, personal communication, February 17, 2016). This experience was impactful in that it culminated all her learning. Because of this experience with focused learning she feels that “staff development that’s been surrounded by the same topic has been beneficial. The depth and rigor is there where we’re being able to really delve into it” (Charlotte, personal communication, February 17, 2016). She feels there is more choice surrounding professional development within the PLC model and that what is being offered is directly related to data and the needs of her classroom and grade level team. “I don’t think PLC is really like a training. I think it’s a way of life for us...because it’s valued on campus” (Charlotte, personal communication, February 17, 2016). At the completion of Charlotte’s observations and interviews, the following themes emerged regarding her perceptions of the TOT model of professional development, experiences with other models of professional development, and interactions with the instructional coaches.

These themes provide evidence to support implications which answer this research question.

Research question two. What are the perceptions of teachers regarding the professional development they received from the teacher who participated in the Trainer of Trainers model? (RQ2)

Teacher led. From a seasoned teacher's perspective, allowing peer led professional development opportunities offers a level of authenticity that cannot be replicated through other trainings means. "I prefer it [teacher-led professional development] because I think they're more in touch with what it's really like in the classroom" (Charlotte, personal communication, December 4, 2015). It offers a greater propensity for integration when professional development is led by peers currently working within the field.

I think if it's teacher led, then we buy into it more because it's someone who's in the trenches with us. You know, I think that people who've been out of the classroom for more than five years or so sometimes lose touch with all these things that they're expecting us to do....so I think if it comes from someone who is actually a teacher that the teachers will buy into it more because they know that it's someone who's actually doing it and making it work. (Charlotte, personal communication, November 17, 2015)

When discussing the benefits within the multi-year development of PLCs on her campus, Charlotte was the teacher leader for her grade level which had a positive impact on her team.

We've been doing a lot of activities like smart goals and such and seeing that it's really manageable. It's not as scary as it sounds. The PLC team leader readings have really helped us as team leaders come back to our team and use the strategies. The little activities that we practiced with the administrative leaders we are able to come back and share with our team in a not negative or frightening way. (Charlotte, personal communication, February 2, 2016)

Practical. For most teachers, it's hard to relate and adapt new ideas from professional development experiences into classroom practice (Darling-Hammond et al., 2009; Marshall et al., 2009). Effective professional development for Charlotte is easily implementable. During professional development opportunities, new instructional practices should be implementable within the teacher's current framework of instruction and connect to prior training and learning experiences (Hough, 2011). When attending teacher led professional development Charlotte feels that "The teachers will buy into it more because they know that it's someone who's actually doing it and who's making it work" (Charlotte, personal communication, November 17, 2015). If one teacher can do it, Charlotte feels like she can too. When asked why, she responded, "It's not just big theory. It's actually practical in the classroom and working" (Charlotte, personal communication, November 17, 2015). Charlotte shared her experience with the Talk Read Talk Write strategy learned from her teacher leader who attended the TOT model of professional development. She also shared: "Because you didn't have to make anything, you know? It wasn't really anything that was too new from what we were already doing.

It was just adding one extra step to the process of what we we're already using”
(Charlotte, personal communication, December 4, 2015).

Charlotte feels that the most practical professional development is the training she chooses for herself. Being able to guide her own learning and have some choice with training makes the strategies more practical and implementable because of the buy-in. “A lot of times when we go to these trainings that I don’t really feel like we can apply the information so much, then just like the kids, I don’t retain it” (Charlotte, personal communication, November 17, 2015). Teachers, as adult learners, need to be provided with opportunities that connect new instructional practices to their existing practices, make classroom connections, and actively engaged them in the learning (Holyoke & Larson, 2009; Nielsen et al., 2007). When discussing other teachers and teaching teams on campus, Charlotte explains, “I think we’re all at different places” (Charlotte, personal communication, February 17, 2016). Opportunities for differentiated professional development would support Charlotte’s growth as a teacher.

Practice. Charlotte discussed an older reading strategy the campus has worked on for a couple years that she attributes practice as the reason it is now successful and making an impact on scores. “I think it’s [student achievement] definitely increased over the past five years because I think we’ve gotten really good at guided reading, and I think small group instruction is happening in every classroom, where it wasn’t in the past” (Charlotte, personal communication, November 17, 2015). When compared to this very new mathematic strategy the campus was working on integrating, she stated that teachers “just aren’t comfortable with [it],” and “so I think that’s just going to take a lot of

practice” (Charlotte, personal communication, November 17, 2015). With practice, when given time, Charlotte has seen growth with the guided math strategy. “So I think guided math is coming. We’re not there yet. But I think that small group instruction in any format is going to help kids” (Charlotte, personal communication, November 17, 2015).

When asked about what factors contribute to her retention of information from professional development, Charlotte responded: “Putting it into practice a lot. I think we’re very knowledgeable about guided reading and guided math because we’ve had so many trainings and so much discussion on that, and it’s something that we use in our everyday lives” (Charlotte, personal communication, November 17, 2015). Without the immediate practice piece, Charlotte struggles to retain information long-term. “I need to take it from theory to practice quickly and sometimes struggle taking it from the theory base if it doesn’t apply to me” (Charlotte, personal communication, November 17, 2015).

When discussing the district wide staff development day, Charlotte was asked what specific about the day stuck out in her mind her. Her reply was:

We were given some things to look at, and we practiced using the strategy. I don’t remember exactly what we were given, but I do remember practicing the strategy.

And then I was able to bring it back to the classroom and apply it with the children. (Charlotte, personal communication, December 4, 2015)

Even though she could not recall the exact materials used during the demonstration and application of the strategy, she was able to learn and retain the strategy. Further in the discussion, the researcher discovered the strategy she was referring to was the strategy of Talk Read Talk Write. Although other strategies were mentioned during the training,

based on her description, the strategy which she referenced and described during her interview was Talk Read Talk Write. Due to practice and her retention of the strategy, she was able to bring this applicable and easily implementable strategy immediately into her classroom and make it part of her everyday instruction with primary grade students.

While discussing the professional development workshop on diverse learners, Charlotte shared the practicality of her take-aways due to implementation as an easy transition, or addition, to what she had previously applied and done with fidelity. She also went back and practiced it as part of her routine immediately. She explains how she transitions to the implementation of the new strategy:

We learned about some different strategies on how to differentiate instruction and one of them was Talk Read Talk Write... I was already doing the turn and talk so this was just one extra step for it. And so I usually use it in my small group because it's easier for me to have the kids write during small group instruction.

(Charlotte, personal communication, December 4, 2016)

During a classroom observation, the researcher witnessed the strategy of Turn and Talk being used with her students on multiple occasions (Charlotte, observation, November 17, 2015). When it's relevant and Charlotte has the time to process from theory to practice, new strategies get implemented into her classroom.

Campus based expert. An important part of having a campus-based expert for teachers to go to in time of need is the expert's ability to provide new information that is applicable and manageable. "They bring us new resources and new information. They attend trainings and come back and filter the information to the teachers so that we're

able to use it" (Charlotte, personal communication, November 17, 2015). When considering what new information to share with teachers, "Y'all have to think what could trickle down to the rest of the teachers. You know, what do you think they're going to be able to handle at this point?" (Charlotte, personal communication, February 17, 2016). Charlotte recognizes the need to look at the big picture and to keep fresh professional development opportunities focused on campus needs and manageable for all stakeholders. "The [grade level] team leaders kind of have a different perspective than the administrators, and then the PFs [teacher leaders] are kind of that bridge between us...we don't all have the same opinions about how things are working" (Charlotte, personal communication, February 17, 2016). It's a collaborative effort to keep professional development focused and achievable, with the campus expert guiding the charge.

The role of campus experts, or teacher leader in this case, is modeled after the idea of instructional coaching. Supporting professional development with coaching impacts the sustainability of the implementation of new instructional strategies (Joyce & Showers, 2002; Nielsen et al., 2007). Charlotte recognizes the importance of that coaching role on her campus and the impact it makes daily. She describes the role of a campus-based expert in the following way:

I think to help with planning and to be a curriculum expert and to be able to give strategies on how to teach different TEKS. If a teacher is having trouble with something, to be able to say 'have you tried this, or I do it this way, or have you thought about this.' And not just tell them, but kind of show them too. I think to

model for teachers, new teachers or teachers that are having trouble. (Charlotte, personal communication, November 17, 2015)

The teacher leaders wear many different hats as instructional leaders on campuses, and beyond content experts, it is often a support role that they fulfill. “They’re a resource if you need help with a certain student; they’re able to help you...they help us in a lot of different ways” (Charlotte, personal communication, November 17, 2015). The role of instructional coaching goes beyond just modeling and professional development. “To be able to give teachers lots of resources and lots of guidance on where they can go to get more resources” (Charlotte, personal communication, November 17, 2015). Beyond resources, they have a plethora of experiences to draw from in order to provide support as well. “I think they’re there to be a mentor to the teachers” (Charlotte, personal communication, December 4, 2015). And instructional coaches sometimes find themselves offering emotional support as well.

And sometimes just be a sounding board. They can just be motivational and listen to you and say ‘I’ve been there too. I know where you’re at.’ Because you know, teaching is hard and it takes a whole village to be a teacher. (Charlotte, personal communication, November 17, 2015)

Coaches impact teacher learning and practices through feedback, support, and encouragement (Nielsen et al., 2007). “In our district we tend to throw a lot of new information out but we never really become experts in it, and then we kind of let it fall by the wayside because we don’t feel like we’ve had enough training in if for it to be beneficial” (Charlotte, personal communication, February 17, 2016). Campus-based

experts play a critical role in filtering relevant and manageable information down to teachers at the campus level.

Form, duration, and active learning. When asked about professional development on diverse learners, she recalled practices that impacted her own personal learning. “We are usually given lots of information, and then we have time to assess the information in small groups. We usually do some cooperative learning to be able to use the information that we have been given” (Charlotte, personal communication, November 17, 2015). Collaboration is important to Charlotte’s growth. It helps in providing guidance and additional support when teams need it. Also the incorporation of other engaging learner strategies is critical to reach all teachers. “They’ve been using a lot of videos to show us some different strategies for teaching reading” (Charlotte, personal communication, November 17, 2015).

Charlotte further added, “Not just to tell them but to kind of show them too” (Charlotte, personal communication, November 17, 2015). Instructional coaches have the ability to provide other forms of support for teachers, such as delivering model lessons of new instructional practices. “I think we need to be able to see some modeled lessons to see what guided math looks like because it is different from guided reading [another current campus initiative]” (Charlotte, personal communication, November 17, 2015). Modeling is a critical element of support for instructional coaches as part of supporting professional development and the implementation of new instructional practices (Doyle 2009; Knight & Cornett, 2009; Nielsen et al, 2007).

Differentiation is key to meeting the training needs of all teachers and different grade level teams. Different formats of professional development workshops and different levels of professional development workshops build capacity within teams.

Each of the teams may be working at different levels. Especially like we have a new team leader in third grade, and so I think we're all at different levels. The more established teams, who have members who have been together for a while, I think might be a little further in the process. Like our team: we've been doing common assessments in PLCs for three years now and now we are developing our own. A lot of grade levels are just now starting that piece. (Charlotte, personal communication, February 17, 2016)

Charlotte continued to discuss the process her campus leadership team, grade level team, and campus went through while implementing PLCs. This was an impactful transition for her as the multi-year format encouraged growth.

When we first heard it [PLC training] three or four years ago it seemed like it wasn't doable. It was so overwhelming and such a shift from where we were at that time; it felt like it was kind of pie in the sky. But it's because we've had so much transition and so much help from the district to put the pieces together. So we need to take our goals and make them small goals so that we can meet them, and then we can make the next one maybe a little bit harder so that you're working multiple years on the same topic. (Charlotte, personal communication, February 17, 2016)

When asked about the influencing factors throughout the implementation, Charlotte responded,

Oh, it took a long time. It took lots of different trainings. It took observations. It took meetings with the administrative team. It took faculty meetings where we talked about it. We had a lot of activities where we practiced. I mean, it was new learning for us. Same strategies we use with the kids you have to use with teachers when it's new learning. (Charlotte, personal communication, February 17, 2016)

The focused format of multiple trainings spanning over multiple school years and gradual implementation had a lasting effect on Charlotte.

I think it takes multiple trainings on the same subject with them getting more in depth as you go. It takes a lot of practice. I think you have to roll it out slowly so that people can start to internalize it because it's so overwhelming when the concept is something big, like PLCs...It's been a gradual release. That's it! It's gradual release of the whole process. Put that down! (Charlotte, personal communication, February 17, 2016)

When considering professional development options, Charlotte is mindful of differentiation for previous experience, peer-led workshops, and a gradual implementation.

Teacher Two: Sarah

Sarah is currently in her third year of teaching. This year she is teaching second grade for the first time; her previous two years were spent in a fourth grade classroom.

Her first year teaching was in a different district, a suburban district about 15 miles from her current school. The demographics and socio-economic status of that school and district are much different from her current school and district. This is her second year to be with her current district. She is currently self-contained and teaching all subjects at the second grade level. As a fourth grade teacher, she taught reading, writing and social studies to two different groups of students. She graduated from a traditional teaching program at a private northeastern college close to where she grew up and finished her student teaching in a neighboring state before moving to Texas. Her fellow teachers would describe her as quiet and reserved, but she believes being in this study will help her instructional practices. “The best part of teaching is honestly knowing that I’m making a difference in my students’ lives. It is incredibly rewarding when they get excited from learning and when they confide in me. I think this will be good for me” (Sarah, personal communication, November 12, 2015). She feels that many things are fluctuating on campus with the change in leadership from last year to this year. She began the year excited about these changes and felt like moving from fourth to second grade added to her excitement. She had approximately 22 students in her class, ranging in abilities and behaviors. She determined as the school year progressed that for her, teaching mathematics was a much more enjoyable experience. Reading and writing felt abstract, and she appreciated the linear process of mathematics instruction and also learning to support struggling learners in that same area. Overall, she rates her first years of teaching as extremely difficult. She recalls,

The hardest part of teaching is honestly everything else other than the actual teaching, such as paperwork. It is very overwhelming trying to get caught up every day. I don't seem to have much personal time in the school year. (Sarah, personal communication, November 12, 2015)

She found it a struggle to know where the campus was focusing, due to multiple new initiatives being implemented simultaneously. There were also many added pressures with the need to improve scores drastically and quickly. "It's sometimes hard because I'm not a new teacher, but I feel like it every time...it's overwhelming...and you don't know where to start" (Sarah, personal communication, January 14, 2016). This current year of teaching started with a much different feeling, and she was open to new learning opportunities. "I've learned a lot over the year" (Sarah, personal communication, November 10, 2015). During the study, Sarah was always willing to open her classroom and share her students with the researcher. On one occasion, students invited the researcher to sit with their reading group and enjoy their new text together (Sarah, observation, February 26, 2016). Unfortunately, after the completion of this study and the school year, Sarah made the choice to leave education and chose to move into the business world. Reoccurring ideas emerged as Sarah shared about her experiences with professional development and teacher leaders on her campus. Those ideas were categorized and expanded upon in the following sections to support implications related to the research question.

Research question two. What are the perceptions of teachers regarding the professional development they received from the teacher leaders who participated in the Trainer of Trainers model? (RQ2)

Collaboration. Sarah describes a time she feels most supported by campus teacher leaders: “They give us ideas for workstations and different manipulatives, get live videos of what a real classroom looks like, they come in and observe, or they’ll do a lesson for us to show us what it should look like” (Sarah, personal communication, November 10, 2015). Feeling like she’s still a new teacher, Sarah welcomes any new learning experience, especially when there are opportunities to see real life examples of the instructional practices. “I like how they come into our room and observe or do a lesson of their own to show us how it should be done. That’s very helpful” (Sarah, personal communication, November 10, 2015). Sarah also feels that collaboration has had an impact on her own development and on student achievement in her personal classroom.

I would like to say that student achievement has increased based on what I’ve learned. Not necessarily in training, but with talking to teachers. I think I’ve learned a lot over the year. So I want to say it increased because I like to really try to relate to the students and not just academics, but really try to understand where they’re coming from, and instead of jumping the gun and saying ‘you’re wrong’, really trying to understand why they did something instead of just telling them that it was wrong. Just kind of talking to them, especially on Fridays when we have a little bit of free time, trying to talk to them about their weekend to try

and understand what it's like at home. (Sarah, personal communication,

November 10, 2015)

Sun et al. (2013) found evidence of increased teacher knowledge dissemination of new instructional practices when teachers collaborate. While discussing the importance of collaboration, Sarah described how all teachers can provide a different perspective, here specifically discussing bilingual teachers on her team (she teaches a monolingual class).

They're [bilingual teachers] very helpful. I mean even though we do things a little bit different, their side is extremely helpful. For example, they're easy to talk to. So I can go and ask them questions, and they give me ideas and show me how they do it. (Sarah, personal communication, January 14, 2016)

Sarah sees collaborating and “conversing between each other [teachers] and especially other grade levels (Sarah, personal communication, February 26, 2016)” on a daily basis as a positive experience for her as well as meeting with teachers on different campuses.

“I also like being able to talk with other teachers from another campus. That’s good” (Sarah, personal communication, January 14, 2016). Having the opportunity to work with other teachers, “to have time to bounce ideas off other teachers (Sarah, personal communication, January 14, 2016)” who can also provide models of good teaching practices is very important for Sarah. “Also, the first grade teachers have been helpful. One first grade teacher in particular would basically walk me around to show me what she does. I know it’s a different grade level, but it’s still helpful” (Sarah, January 14, 2015). It was beneficial to Sarah to take advantage of learning from a peer expert on her campus.

When asked about teacher-led professional development, she responded, “I think it’s a good thing, especially if it’s just our campus. We know that teacher, so it’s about our campus, and we can relate to it. They understand how the kids are here; therefore, it’s a little bit more organic” (Sarah, personal communication, November 10, 2015).

Form, duration, active engagement. Active engagement in new learning opportunities is important to Sarah during professional development. “It’s helpful when we actually do what we go over, so it’s more interactive. And then we’re able to talk to our team about it and get some additional ideas from some other teams as well” (Sarah, personal communication, February 26, 2016). For Sarah, being actively engaged in the learning encompasses collaborative talking and physically participating in the activities. She commented on a particular learning strategy [Talk Read Talk Write] that stuck out to her during the strategies for diverse learners professional development:

We were given some packets to go over, and then we all also divided into groups, and each group had a certain section to go over. Then we were kind of like the teachers of that section. So we each had a job, and so that job would go to the next group to explain to them what the passage or article was about (Sarah, personal communication, November 10, 2015). ”

When asked if she transferred this strategy to her classroom, she responded, “I didn’t consider that as a strategy to use for my students” (Sarah, personal communication, November 10, 2015).

This activity expected to engage teachers in a real life version of the Talk Read Talk Write strategy in order for them to collaborate with other grade level teachers on how to

implement the strategy into their own classroom instructional practices. Providing modeling opportunities, particularly through coaching, is an important part of supporting and maintaining best practices in instruction with teachers (Gibson & Brooks, 2012).

Seeing a lesson done in small group would have helped me. So I could actually see what it's like. I never had a mentor really. I think it would be helpful for any new teacher or someone new to the grade to kind of actually see it and how it's like in real life, instead of just the training. The development definitely helps, but to really be there is better. (Sarah, personal communication, January 14, 2016)

The format of professional development is a factor for Sarah; she prefers real life models and active engagement.

In a recent training, we went over different workstations that we can do, and what we should be doing in small group, and different ideas for small group, and that was helpful. We saw some videos on different classrooms and how the teacher did it, and that was helpful as well. And we moved to different stations, so it's actually like we were the students. So that was really good. (Sarah, personal communication, January 14, 2016)

Sarah further describes her experiences when staff developers provide real life models, especially through the use of videos. "It's the videos they showed. Being able to watch an actual class, that's good. For example, the workstations, being able to actually see what it's supposed to be like, what the students are actually supposed to be doing as opposed to just getting the papers" (Sarah, personal communication, January 14, 2016). Being active during learning really helps Sarah grow during professional development.

“Giving examples of different activities that we can do in our classrooms and sometimes hands-on activities so that we can actually do them so we can implement them into our class” (Sarah, personal communication, February 26, 2016).

Implementation. While discussing the new strategies she heard about and learned during professional development, Sarah commented: “If I don’t know what it’s supposed to actually look like, it’s hard to implement it” (Sarah, personal communication, January 14, 2016). Sarah reflected on her intentions regarding implementation after professional development: “My plan is to really take what I learned and adapt it to the classroom and maybe change a lot of things that I was doing” (Sarah, personal communication, November 10, 2015). When further asked what she took away for implementation from the training on diverse learners she answered,

That definitely did help me try to understand what I could do to differentiate with my diverse learners. It’s especially difficult because they’re all very different.

Even if they were all GT, they don’t learn the same either. So it’s difficult because they’re not all the same. (Sarah, personal communication, November 10, 2015)

Deepening her understanding behind the purpose of each new professional development seems crucial to implementation. Shepard et al. (2005) found that when teachers understand the why behind professional development opportunities and the implementation of new instructional strategies, teachers were more likely to transfer the new learning to classroom practice. Discovering the why behind theory and practicing it

aided Sarah in beginning implementation of the mathematics based strategy of using manipulatives.

I just knew to put them [manipulatives/base ten blocks] down to regroup, but I never knew why. The [professional development on base ten blocks] helped me to understand it better so that I could show them [her students] the reason. They are now understanding too. (Sarah, personal communication, January 14, 2016)

The researcher observed Sarah using this strategy with a small group of students who were struggling through the mathematical concept of subtraction with regrouping. The students were gradually becoming successful with the strategy as the teacher taught, reinforced, and had the students practice the strategy (Sarah, classroom observation, January 14, 2016).

Sarah mentioned that there were two particular strategies that were taught in professional development style workshops in which she learned much and brought back practices for implementation: the use of manipulatives during mathematics and “small group instruction as opposed to whole group for a long time...[I learned these] from staff development and workshops that were focused just on those [ideas]” (Sarah, personal communication, January 14, 2016). The researcher observed Sarah using small group instruction to reteach confusing mathematics concepts and provide students with additional instructional strategies to guide them to success (Sarah, observation, November 10, 2015). Three out of the five students were successful when using the new strategy. Multiple focused professional development sessions on these two very specific instructional practices influenced her classroom implementation. “Probably because it’s

[implementation] really big, we talk about it a lot, like it's in every PLC" (Sarah, personal communication, January 14, 2016). When asked if the implementation transition was easy, she stated,

No! I'll be honest. I mean the theory of it was really cool. I just had a little bit of a difficult time implementing it....because there was so much. There's so many different ideas I just didn't know where to begin. But I finally kind of just tried, and it seemed to actually work, I think. I think my major issue last year was I didn't do it early enough....so this year, we tried early even though I was a little apprehensive, and I think that's what helped. And the bilingual teachers helped, I'll say that! (Sarah, personal communication, January 14, 2016)

In order to move forward with the implementation of strategies, Sarah felt like one particular step was excluded from recent professional development workshops. "I believe seeing a veteran teacher doing it, how they do it, and being able to take ideas back and tweak it to make it your own" (Sarah, personal communication, January 14, 2016). To insure implementation of new learning from staff development Sarah recommends, "getting a chance to make-up my own lessons having to do with whatever [strategies, new learning] we just talked about" (Sarah, February 26, 2016). Being able to see real life examples, collaborate with her peers regarding her new learning, and plan out the implementation of a new strategy are important to Sarah's growth.

Feelings toward professional development. As mentioned before, her perceptions of what is expected from her as a teacher regarding take-aways from professional development may not always be achievable "My plan is to really take what I

learned and adapt it the classroom and maybe change a lot of things that I was doing," (Sarah, personal communication, November 10, 2015) especially when "there's so many ideas I didn't know where to begin" (Sarah, personal communication, January 14, 2016). Too many new ideas can be overwhelming for any teacher. When asked what specifically about previous professional development impacts her personally, Sarah responded, "I guess it's sometimes hard to say because I'm not a new teacher, but I feel like it every time, and it's just that there a lot of things, and when you have a lot of them, it's kind of overwhelming so you don't know where to start" (Sarah, personal communication, January 14, 2016). Feeling new and constantly overwhelmed by the massive amounts of learning make it difficult to differentiate what learning to take on first. "It's like I don't know what to look for. So I don't know what to ask. Even not being a new teacher, sometimes a lot of it is just overwhelming. It's definitely helpful, I don't mean that it is not. I just mean that sometimes it's just too much" (Sarah, personal communication, January 14, 2016). When reflecting on her final thoughts toward professional development, Sarah shared,

That it is very helpful, definitely. Like I said, the hands-on is really helpful and being able to interact with the other teachers is really helpful too. Being able to actually do the activities so we know not only what is expected, but knowing how to do it is really important. (Sarah, personal communication, February 26, 2016)

She desires to see it in action. When teachers are engaged in learning practicing new strategies in a comfortable environment, their knowledge of the concepts grows and increases the likelihood of classroom transfer (Shepard et al., 2005; Sun et al., 2013).

“The most beneficial part was definitely walking us through it and showing us how it should be” (Sarah, personal communication, February 26, 2016).

Teacher Three: Hannah

Hannah has more than ten years in education, most of which were spent in neighboring districts, where she taught primary and upper elementary grade levels. The last two years of her career have taken place at her current school teaching primary grades. She’s taught first grade for over five years, a year in third and fourth grade, and one year spent at Junior High. She also spent two years as an interventionist. This is her first year to hold the position of team leader. She was genuinely surprised at the differences between districts throughout her transition periods. However, she reflects on her current campus as “I can see this being my ‘forever school’ ” (Hannah, personal communication, February 26, 2016). She appreciates her current district’s commitment to the ongoing development of the teachers employed there. “The district offers a lot of professional development. That’s kind of stood out to me because most districts, that I’ve been in anyway, you kind of are at the mercy of the gods” (Hannah, personal communication, February 26, 2015). She works to implement new strategies and instructional practices learned from new and ongoing professional development and personally seeks new ways to meet the needs of her students. “I truly believe that they all [students] can be something, we just have to find the right way to teach them” (Hannah, personal communication, February 26, 2016).

Upon entering Hannah’s classroom, the colorful decorations and engaged students are immediately noticed (Hannah, classroom observation, November 16, 2016). Her

excitement is evident as she listens to students read and tell their stories (Hannah, classroom observation, January 14, 2016). Teaching is her passion and what she enjoys doing each day.

The best part of teaching has been the impact you have on children. The heartbreaking part is seeing those students who you know have the potential and ability but throw it out the door because they don't have the support of someone pushing them and poor role models. I just care so much about these kids and know they can all do better. (Hannah, personal communication, February 26, 2016)

She graduated from college with a business degree and worked in the corporate world for three years before joining the education field. She obtained an alternative teaching certificate during her second year of teaching and was hired after her first week of substitute teaching. She is ready to continue her education, just unsure in which area to proceed for a Master's degree. She is not ready to leave the classroom but feels a desire to work with teachers and help them be better at their practice. "The best part of campus led PD is the follow up and offering staggered courses to meet the different skill level of teachers" (Hannah, personal communication, February 26, 2016). Hannah would like to be part of offering such professional development opportunities on her campus in the future. She enjoys teaching early reading and writing behaviors and leading interventions for primary students. Through Hannah's discussions about the TOT model of professional development, her experience with other models of professional

development, and her experience with teacher leaders, the following themes emerged from her perceptions and observations that support the purpose of this study.

Research question two. What are the perceptions of teachers regarding the professional development they received from the teacher leaders who participated in the Trainer of Trainers model? (RQ2)

Focused. Hannah has experienced a series of focused professional development workshops that have greatly influenced her practice due to the ability to be concentrated on one area and grow that piece. “The school trainings have been focused on tiers [of RTI] and POWER [RTI initiative] time so that now the teachers are all on the same page and moving in the same direction” (Hannah, personal communication February 26, 2016). Being provided multiple opportunities to learn, discover, and collaborate are part of the influential power.

We have tremendously improved POWER time this year because of the constant training. Everyone knows and understands now. That has helped because now everybody is on working toward the same target, so it’s kind of all coming together from last year until this year (Hannah, personal communication, November 16, 2015).

Being intentional about the vision of the school and making moves to point all growth in that direction impacted Hannah. “It’s been a lot of just that specific training in POWER time has helped tremendously, because it gave us a focus” (Hannah, personal communication, November 16, 2015). During a classroom observation which occurred during POWER time, the researcher observed Hannah using data to drive the instruction

of struggling students and to provide them with new instruction and strategies that meet their individual needs (Hannah, observation, January 14, 2016). Four out of the four students in her small group produced a successful outcome related to the targeted instruction. Professional development workshops with a clear focus connected to current classroom practice have a greater influence on teachers during implementation of new materials (Hough, 2011; Sun et al., 2013). For Hannah, it is not necessarily a particular model of professional development that created the impact, but more to the fact that it was focused and consistent.

So far, [campus professional development] has been a mixed bag of things, but the most impactful has been when we had a need and those [trainings] that met the need. The campus need. Especially, because like I said before, no one really knew what POWER was. It was getting everyone on the same page. So it was something we could put into practice immediately and it met the need of the whole campus, not just one person. So I expect to see, because of those trainings, growth across the board, not just in a grade level or in one classroom. (Hannah, personal communication, January 14, 2016)

Hannah shared that she found it helpful to keep trainings condensed to small, manageable chunks of learning that can be built upon during the next professional development workshop.

Because POWER time became our focus, I'm trying to think how many trainings we had. I know there were a few whole days and some half days. It happened in steps. So having that training and keeping it fresh in our mind to where now I

think it's kind of like natural to us, that we're okay with how this is supposed to work. (Hannah, personal communication, January 14, 2016)

When asked to consider what it was that would have likely made the difference, she replied,

Just because now everybody's on the same page. Everybody knows what they're supposed to use. Everybody knows how to use it. We've been trained on how to use it. We've done the model lessons. So if you don't see growth it's kind of on you. Because you've been trained, you're apparently not implementing it right or doing it with fidelity (Hannah, personal communication, January 14, 2016).

Hannah preferred manageable chunks of training where they had enough time between trainings to implement new materials. "I think because that's where we were, in such a bad place that every month was probably good" (Hannah, personal communication, January 14, 2016).

Coaching. The instructional coaching model offers Hannah an opportunity to see a real life example of new instructional best practices modeled within her classroom. Offering modeling as a coaching support for implementing and maintaining instructional practices has been an impactful experience (Doyle 2009; Knight & Cornett, 2009; Nielsen et al., 2007). This experience is important to her when implementing new strategies and areas that she finds challenging. The balance between instructional coaching, providing on-going professional development on campus, and becoming experts in new practices is critical in the development of teachers.

I don't know if this is just our district or what, but I think they're [instructional coaches] pulled in a million different directions, because my experiences with master teachers on campuses, is their job is to coach and to model for the teachers. They don't get to do that as much, as much as I think they would like. So I think they're being pulled out for training, then they come back and train us, and then they're pulled for more training ...so they never really get to come into the class and model this lesson for you. Usually if we get modeling it's in our PLCs which is fine, but it's hard for us to see...we want to see it real world. We want to see you come into the classroom and model that lesson. So, yeah, I know they have a lot on their plate. I know they do. (Hannah, personal communication, November 16, 2015)

Hannah reflects on the coach's role in the implementation of POWER time on their campus. She felt the process the school adopted and the role of the instructional coaches were part of the positive impact the process had on her campus. She found it particularly helpful to start at the foundational level then add another layer over months of practice. "But it was having all those different trainings over time. First to get clarification on what needed to be done, then model lessons to teach us how to do it, and then implementing it, with some follow-up. It's been great!" (Hannah, personal communication, January 14, 2016)

Campus driven. For Hannah, focusing professional development around a campus need and staying firm to that focus helped build a common culture of understanding. "We were all over the place and no one really knew how to do

interventions or understood the tiers [or RTI]. So it felt obvious that we needed to focus on POWER time, and in my opinion, which I kept telling people, only that" (Hannah, personal communication, January 14, 2016). Part of focusing on a campus initiative, in this case POWER time, is beginning at the foundational level of understanding for each staff member. Hannah shares that it was not necessarily a professional development strategy that influenced teachers' understanding, but the focused, ongoing development.

Because it [POWER time] was so muddy before, some people had all the tiers flip-flopped. So there was no specific strategy. It was just helping us [the campus] identify and understand the basics and define our needs. It helped because it was exactly what we [the campus] needed. And we kept adding new pieces. (Hannah, personal communication, November 16, 2015)

Professional development gives you the background and framework, but for Hannah, it is getting into the classroom, watching a model lesson, and then beginning to practice.

Practice, practice, practice! I mean, the trainings helped. But after we'd had a couple of weeks to a month [of practice], we were like it's not as bad as we thought. So as we were getting comfortable with it; it was making it easier. (Hannah, personal communication, January 14, 2016)

When discussing teacher led professional development, Hannah shared her preference for peers leading workshops because of their focus on campus-centered content and their insight into what really happens on a daily basis.

I enjoy it, probably more than I do when it's not teacher led. Because I feel it can be more focused on what we really need in the classroom, what we're doing at

that moment in the classroom. So, you would be able to kind of tailor it to us.

Still cover what they need for the district, but still tailor it for what we're dealing with on our campuses in classes. (Hannah, personal communication, November 16, 2015)

Form, duration, and active engagement. When reflecting on her memories from the professional development on diverse learners, Hannah recalled some information surrounding specific activities because of her active involvement during the workshop and the ability of the workshop to offer her new experiences to which she could directly connect.

I found them to be pretty helpful...it clarified everything for me I guess. She [teacher leader] spoke about intervention strategies. Because last year we weren't so organized with our POWER [district RTI initiative] time, it helped to clarify that. I do remember this student cutout activity. We had to write the strategies around the outside and the characteristic of my friends in my classroom on the inside. And she did some other things like dyslexia I guess or how students with disabilities, rather learning disabilities, struggle with this reading activity. You know, as a person who doesn't suffer from any of those, I was like wow! If this is what everything they see looks like, no wonder! So it kind of opened my eyes and made me see it through their eyes. Those are the things that stuck. (Hannah, personal communication, November 16, 2015)

When asked why those specific ideas from the training were remembered, Hannah responded:

I guess because I've never had it presented that way, I've never had any one present it in the way a child sees it before. They always tell you with a dyslexic kid the letters move around and the word move around or they do this or that, but to see it and experience it, that's a whole different thing. And I could relate the student cutout to like five of my students. (Hannah, personal communication,

November 16, 2015)

Hannah prefers active engagement professional development workshops, not necessarily active movement around the room, but actively participating in the creation of authentic artifacts that support her learning. "During staff development, I want to do stuff, I want to make stuff that I can take, but don't have me getting up and moving around the room too much. I don't want to go and do the high five thing 20 million times" (Hannah, personal communication, January 14, 2016). Hannah acknowledges that some movement is important to keep her brain engaged. "I also don't like to just sit. So they're really bad when they are sitting and reading to me the entire time. Or just hand you a worksheet that was a waste of time" (Hannah, personal communication, January 14, 2016). When professional development opportunities are focused around the goals of the school and connected to classroom context, teacher's rate of transfer to instructional practices is strong (Nielsen et al., 2007). Of particular interest to Hannah, includes opportunities when she can take the ideas and instructional practices from the active engagement activities and transfer them into classroom exercises.

But I like the ones where we get up and do little activities. I really liked how we took the piece of paper and cut it up, and then had to write our ideas on the paper,

and then sort them. So, I really like things like that because I can take it back and use it in class. (Hannah, personal communication, January 14, 2016)

Teacher Four: Lacey

Lacey has more than six years of teaching experience in primary and upper elementary grade levels. She has taught first, second, third, and fourth grade. She entered college knowing that teaching was her lifelong dream. She graduated from a traditional teacher preparatory program in four years and accepted her first teaching job close to where she completed her student teaching. She has spent time at multiple campuses, in two neighboring districts, and as a team leader for her grade level. She has changed classrooms and grade levels almost every year of her teaching career. However, she also spent the last two years in the same grade level and same classroom. She feels like in this current place she has found her niche when it comes to grade level expectations and age of her students. She currently team teaches with one other teacher, with whom she shares similar teaching styles and beliefs, Lacey teaches reading, writing, and social studies to just under 50 students each day.

On a professional level, Lacey spent time at random workshops and trainings that interest her and fill a personal need in her instructional challenges. “I enjoy it when I can take stuff away immediately and use it” (Lacey, February 17, 2016). In the past, she has relied heavily on the mathematics coach for support and growth. “When I’m having a problem, she for sure helps with the resources, just basically supporting me” (November 17, 2015). She has even taken a leadership part in delivering some mathematics professional development sessions on her campus in the past. She desires to take on

more leadership roles on her campus and within the district. She is currently working toward the completion of a graduate degree in leadership. She stated she is enjoying the classes and what the new knowledge brings to her instructional practices.

Research question two. What are the perceptions of teachers regarding the professional development they received from the teacher leaders who participated in the Trainer of Trainers model? (RQ2)

When initially asked about her experiences with the professional development provided by her teacher leaders who participated in the TOT model of professional development on diverse learners, Lacey responded. “Oh my goodness! You’re kidding me! I don’t remember! I have a terrible memory, so you have to forgive me. You can ask my team. I have to write everything down” (Lacey, personal communication, November 17, 2015). Despite a faulty memory, Lacey’s general observation regarding professional development is “I always take something away” (Lacey, personal communication, November 17, 2015). By the second interview, after some reflection, reviewing materials provided at the training, and discussing the past training with other team members, she was able to recall a few more details. “It was about diverse learners and how to meet the needs of our students and how to specifically counter when they don’t have short term and long term memory” (Lacey, December 4, 2015). Unfortunately, if new learning strategies and instructional practices from professional development trainings have not been integrated into follow up trainings, within instructional planning, and within coaching cycles, these same results are commonly found following single session professional development workshops (Darling-Hammond et al., 2009; Glassett, 2009;

Marshall et al., 2009). The following themes emerged through conversations and observations about her perceptions of the professional development that was provided by teacher leaders through the TOT model.

On time professional development. Lacey relies greatly on her campus instructional coaches and their ability to provide one time professional development to her when challenges arise.

When I'm having a problem with this student, needing to know how to best help them. What strategies can I use? This is what I'm doing. Is there something else?...I mean, that sort of stuff is helpful for us because they have a different point of view than we do, and so they see things that we may not see in the classroom (Lacey, personal communication, November 17, 2015).

She enjoys those quick strategy conversations that provide her with instructional practices that she can use immediately to address student need and offer ways to support student success. “Why would I never have thought to do that I have no idea...so it’s those sort of things that when I can truly take something away and use it immediately” (Lacey, personal communication, February 17, 2016).

Expert led. Having well trained, experienced staff developers is critical. Their expertise is influential in developing Lacey.

When compared to other schools, the trainings we receive and how good our trainings are and how knowledgeable our trainers are is amazing. It's amazing just to listen to them present and know how the love that they have for our students, and the content of what they're showing us. I mean, you always take

something from our trainings for sure. (Lacey, personal communication, November 17, 2015)

Having teacher leaders on campus that are experts by content area is core to strengthening Lacey's instructional practices. As instructional coaches, the teacher leaders are "guiding our teachers and supporting them with curriculum and strategies. Also, helping locate the resources that we need when we just can't find something else, or new ways to do something, or to help a student" (Lacey, personal communication, November 17, 2015). The role of the teacher leader as a campus content expert may look vastly different each day.

Providing staff development, for sure, and guidance when we need to look at new TEKS or new strategies, and coming and modeling. They are always willing to come in and model for us. They're willing to sit down and look at lesson plans and look at activities and what best meets the needs of all students. Or looking at the TEKS, and what will best teach that TEK, and how to differentiate it. (Lacey, personal communication, December 4, 2015)

The ability to visit another school which had become expert level in the RTI initiative POWER time was very impactful for Lacey. This created buy-in and provided a real life model of a new initiative.

We're growing this year. I think POWER time especially, ever since going to visit the Model RTI School. I'm amazed and couldn't wait to start this with our kids. I've been talking to my team non-stop about it since I went to the Model

RTI School and truly think POWER is amazing for our kids. (Lacey, personal communication, November 17, 2015)

She further reflected upon her experiences at the Model RTI School and on the impact of being actively engaged in the staff development. “I got to see firsthand what this new thing we were doing [POWER time] looks like, and I better understood what my role was. I wish I could have gone earlier, and it was only team leaders. But everyone needs to see this” (Lacey, personal communication, December 4, 2015)! During a classroom visit the researcher observed students during POWER time receive small group instruction based on appropriate interventions. The routines during POWER time were well-established and each moment of the hour was purposeful in guiding students toward useful strategies to practice when learning becomes unobtainable (Lacey, observation, November 17, 2015).

Content based. Lacey discussed different reasons regarding her inability to recall information presented to her on the professional development day regarding diverse learners. Making a connection to current content may play a critical role in that. “But a lot of times when it’s something we’ve been doing, or something we’ve heard before, it’s hard to stay focused on that; you have to stay focused to remember exactly what a training was about” (Lacey, personal communication, December 4, 2015).

When professional development workshops are content based and focused on what is currently occurring in her classroom, Lacey feels that new learning is easily implemented. “When I can truly take something away and use it immediately instead of ‘well, I’ll try that next year’ because that would have been good a month ago. That’s

what I mostly see in staff development....and then you forget about it" (Lacey, personal communication, February 17, 2017). Opportunities for content-based workshops that are connected to current practice would support Lacey as a learner. When teachers can connect new learning to prior experiences and current classroom content, they remain engaged during workshop sessions and have a greater opportunities of transferring learning into classroom practice (Nielsen et al., 2007).

Resources. When attending professional development, Lacey is looking for resources that support her as a teacher and help her to be better at her craft. When asked what is different about professional development from the district than other places, she responded,

We have resources. We are provided resources for our teachers. [The district] provides the resources for our teachers. The staff development, the actual...content trainings, they are look, here's some resources we've developed, [or] here's some resources that we've found. This is what we've [seen] that research says has worked. This is what other districts are using that seem to work. [The district] really does search and look and find the stuff that works and presents it to us. (Lacey, personal communication, November 17, 2015)

Lacey looks at the professional development providers as resources that bring their experience and success with them to workshops. She feels that classroom teachers are the best resources for professional development workshops.

I [recently] went to one [professional development] session with a teacher leading, and that's what I like. I like to hear from actual teachers in the classroom

because they're in it with me, and they understand our kids, where they're coming from....It was neat to listen to her and how she does her lesson plans and how she sets up her class...I took that back and now I model a lot of things that she does, and I see that difference in my classroom. (Lacey, personal communication, February 17, 2016)

When further discussing teachers as experts in the field leading professional development she stated:

I connect with them, [especially] if I know them personally; so I know the knowledge that they have and I respect them. They know what they are talking about. They been doing this for a long time. So it's easy to listen to what they have to say and really want to apply it so....I've been to one where teachers lead them, and they have to be a pro. (Lacey, personal communication, December 4, 2015)

Teacher led. Lacey's preference for presenters is teacher-led professional development, where she connects directly to the presenter and material through shared experiences.

I think we can relate to teachers. I mean, I think when a teacher is that knowledgeable and that seriously confident in what they're presenting, I have respect for them, and they're the ones in the classroom doing it on a daily basis. They're not removed from the classroom since they do it on a daily basis, and their foresight on what they're teaching you is accurate because they see it. And

especially if they're working with our population of students. (Lacey, personal communication, November 17, 2015)

Lacey's ability to connect to the peer presenter and find value in what she had to offer influenced her implementation of new instructional practices and the time frame with which she acted.

She gave actual lesson plan examples and videos of her doing things in her classroom and her students doing things in her classroom. So it was just real life, real classrooms, things I could relate to because, you know, my students are just like her students. (Lacey, personal communication, February 17, 2016)

Form, duration, and active learning. When training adults, many factors other than content play a critical role in the success of implementation. Considerations on form, duration, and active learning are needed in order to provide an optimal learning experience for teachers during effective professional development (Desimone et al., 2002; Garet et al., 2001). For Lacey, the issues surrounding when professional development occurred were of particular importance. When asked about reasons for inability to recall information from the professional development on diverse learners, she responded, "I think when we come back from breaks, those are hard trainings. Getting your mind back in gear, to work, those are hard trainings for us to focus on.....and after lunch is terrible" (Lacey, personal communication, December 4, 2015). Another factor she discusses is physical activity. "I think a lot of sitting is hard. If you are just sitting and listening and not doing a lot of active involvement, it's hard to remember what you are doing" (Lacey, personal communication, December 4, 2015). Lacey reflected on one

particular learning experience that was highly successful for her that included active learning:

One training Sandy did with the math focus, we were up constantly and moving around and hands on. That's math, so it's easy to do, and I remember what we did, and the TEKS we talked about, and the strategies we learned, and everything we talked about. So I think that helps for sure: for me to get up, to discuss, to talk, and to move around rather than sit and listen to somebody talk about what's going on. (Lacey, personal communication December 4, 2015)

Lacey reflects on a multi-year implementation of a new initiative. "We started a little last year, and then this year it's just full blown and you can see the difference that those things make--the difference POWER time and guided math is making" (Lacey, personal communication, November 17, 2015). Staying focused on a multiple year implementation supports Lacey when bringing new instructional practices into her classroom.

Students

One student was randomly chosen from each classroom, ranging in age from six to nine years old, with varying ethnicities, learning backgrounds, and educational experiences. During observations within the classroom and during student interviews, their personalities revealed a contrast in student voices ranging from outspoken to quiet and shy. There were two female students and two male students included within the study. In groups of two, each student pair spent about twenty minutes with the researcher during an initial meeting where they shared interests, talked about their favorite things,

and worked to get to know one another. During that initial meeting, it was discussed that during the second meeting the researcher would ask them a few questions and take some notes on what was said. They agreed to answer the researcher's questions and seemed comfortable in the situation.

During the actual interview, the second meeting with each group, students tended to ramble about random pop-culture and often did not directly address the researcher's questions. The researcher spent time listening to students' authentic responses and worked to redirect thought processes toward school, learning, and how teachers offer each of them support. With the age of the randomly chosen students this idea of remaining on topic proved difficult. For example, as one student completed a story, another responded with: "I have one. It's a different one." (David, personal communication, April 25, 2016). Unfortunately a different one did not refer to another strategy provided by his teacher when learning became difficult.

Student responses pertaining to the research question were grouped and categorized based on the strategies students mentioned that teachers used to support their learning. Those strategies included: small group instruction, chunking, hands-on manipulatives, and visual aids. None of these strategies were specifically taught in the TOT model of professional development to teachers during DWSD, but they are research-based strategies for which the Bright Star district offers professional development sessions. Each of the teacher leaders and teachers in this study mentioned during their interview having previously experienced professional development with at least one of the aforementioned student-centered instructional strategies.

Research question three. What are the students' perceptions of how teachers make learning easier for them?

When asked about things their teachers do to make learning more accessible for them, students responded in the following ways: “It’s like our teacher helps us when I’m nervous like, a lot. It’s just...she starts helping me in small groups, and we start working out the things we’re doing in class” (Stacey, personal communication, April 25, 2016).

Small group instruction is used as a method to support areas where students struggle across content areas. One student discussed the formal small group instructional strategy of guided reading, which is a literacy best practice. “She helps me in small group. We read, we start reading and... when we read, our levels go up as we read. So if we read, if we take our time, we move up. If we don’t take our time that means we move down a little” (David, personal communication, April 25, 2016). Students believe that one way their teachers provide them with additional support when learning is difficult occurs through small group instruction. “She meets with me at her table. That’s helpful.” (Scott, personal communication, April 25, 2016) His teacher uses her horseshoe shaped table, which Scott referred to, as a place for meeting with small groups of students. During teacher interviews, professional development on small group instruction was mentioned as a strategy teachers have learned to use as a support for students. Students from this study also made the connection to the district initiative of embedded RTI time, or POWER time, to support students with intervention opportunities. “And we all went to small group when it was POWER time” (David, personal communication, April 25, 2016).

In addition to small group instruction, another strategy that students mentioned was chunking. The cross-content strategy of chunking deals with breaking work into manageable pieces. In these examples provided by students, chunking is used to break apart a word during reading and break apart the different sections of the story. This allows students to confront one difficult chunk at a time. “When we come up to a big word, we either, we either sound it out or chunk it. So like, chunk it means like when you have to find a small part you know. Or flip it...” (David, personal communication, April 25, 2016). Clara added to the use of chunking within a text by describing how her teacher guided students to break a story up into smaller, manageable parts. “So there’s two parts of the story. Start with just the first one” (Clara, personal communication, April 25, 2016).

When asked if there was anything else their teacher did to make learning easier for them, one student responded with a writing strategy. “Well in writing, when I write the story, first I actually draw a picture so it actually helps me get the picture in my head and so I like, really know what I’m going to write” (Stacey, personal communication, April 25, 2016). This strategy of using visual aids can also be used across content areas. Visual aides are used as a supportive strategy across content areas with all age level of students. “We work on a story. And it’s hard. My teacher tells us to close our eyes and act like we’re really in the story” (David, personal communication, April 25, 2016). Another examples of teachers using visual aides would include when “she gives me a graphic organizer in writing” (Scott, personal communication, April 25, 2016). A similar mathematics example was shared,

It gets really confusing with me. And so, I'm like how do you figure out the missing number. And she's like, well, you have to start with the answer, or the biggest number, and if we have to add or something, and we start off with the biggest number, and then we count backwards. And then we count how many numbers we're supposed to go on. So if it was the answer and there was the blank in the middle and another number was in front, we had the answer and we counted the other number, so we could figure out what was the missing number. (Clara, personal communication, April 25, 2016).

For clarification, the researcher asked "You would solve it a different way?" She nodded her head and responded with "You would like kind of work backwards" (Clara, personal communication, April 25, 2016).

One student shared that during a mathematics class that the teacher had provided mathematically designed manipulatives to support students when they struggle. "When I'm [stuck] in math, she gets those plastic cubes out. You know, those ones that aren't toys, but for math? Those help me. Sometimes I ask to use them even when she doesn't give them to me" (David, personal communication, April 25, 2016). Clara also explained occasions when her teacher provides her with manipulatives in mathematics that help engage her in the learning using tactile methods. "If I don't understand, like, how to add a number, how to subtract a number, she tells me the objects and like the objects are like the number line and counters and you can do it in your head, with your fingers and stuff like that" (Clara, personal communication, April 25, 2016). Stacey shares a strategy her teacher used with her when she too was struggling during mathematics. This teacher

recommended she try “acting like I am the numbers sentence” (Stacey, personal communication, April 25, 2016). Like their teachers, students prefer to be actively engaged in the learning process as opposed to always sitting and listening.

Teachers need multiple strategies which are research-based and available for appropriate use each day to enhance learning and guide students when they struggle. This is evidenced by the strategies students reported during their interview explaining what teachers used to support their learning. The student responses were included in this study to discover if the strategies taught during the TOT model of professional development would manifest themselves within student experiences. Although students did not specifically name the specific strategies taught during the TOT, students did recognize that when learning is difficult for them, teachers are there to guide, support, and provide alternative ways for them to be successful during learning.

Summary

This research study focused on the perceptions of teacher leaders and teachers regarding the TOT model of professional development and other experiences of personal growth. Student perceptions were included to provide evidence of the implementation of strategies that teachers learned and experience during professional learning opportunities. The teacher leaders each received the same TOT model of training on strategies for diverse learners and provided that training to teachers on their campus. Teacher leaders were purposefully selected and participated in a series of three observations and interviews. Two randomly selected teachers from each campus were also chosen for three observations and interviews. One student from each teacher’s classroom was randomly selected to participate in one interview. During interviews and observations

with teacher leaders, teachers, and students, similarities and differences were revealed among their feelings and experiences during the process. The information was analyzed and categorized into themes which created implications for professional development opportunities. Perceptions of the TOT model of professional development were categorized by the ability to aid in the growth or confine the growth of these opportunities for teacher leaders, teachers, and students. The following figures are used to organize and summarize the common results from each of the participants by emerging themes. Figure 4.1 is used to provide emerging themes within the teacher leaders' data and evidence each teacher leader provided pertaining to the emerging themes. Figure 4.2 is used to provide emerging themes within the teachers' data and evidence each teacher provided pertaining to the emerging themes. Figure 4.3 is used to provide emerging strategies within the students' data and evidence pertaining to commonalities throughout the study. Chapter V is used to report and discuss finding and implications for professional development and future research.

Teacher Leader Themes	Sandy	Patricia
Expertise	Presenter as an Expert	Learning from Experts
Focused	Content Focused	Focused on campus needs
Differentiated Professional Development	Adapting for audience	Tailor made to meet the needs of the campus
Form, Duration, and Active Engagement	Multi-year endeavor	Coaching as a form of professional development
Follow Up	Need for follow up	

Figure 4.1. Summary of Teacher Leader Themes.

Teacher Themes	Charlotte	Sarah	Hannah	Lacey
Form, Duration, and Engagement	Peer-led professional development	Collaboration	Artifacts	Peer-led professional development Active Engagement
Implementation Factors	Practical Time to Practice Multiple years of implementation and support	Multiple opportunities to see and hear new learning Segmented into manageable chunks	Manageable chunks of learning over time Needs-based professional development	Content-Focused On-demand professional development
Coaching to Build Capacity	Accessibility to instructional coach	Modeling from an expert in the field Seeing real life examples	Coach as a model	Experiencing expert models

Figure 4.2. Summary of Teacher Themes.

Small Group Instruction	Chunking	Manipulatives	Visual Aids
<ul style="list-style-type: none"> • Stacey • David • Scott 	<ul style="list-style-type: none"> • David • Clara 	<ul style="list-style-type: none"> • David • Clara • Stacey 	<ul style="list-style-type: none"> • Stacey • David • Scott

Figure 4.3. Summary of students who discussed each specific learning strategy.

CHAPTER V

SUMMARY, IMPLICATIONS & RECOMMENDATIONS

The Trainer of Trainer (TOT) model is widely used across many disciplines (Pearce et al., 2012a) as an effective form of professional development (Pearce et al., 2012). Based on previous research of effective TOT models of professional development (Pearce et al, 2012a), a workshop was created to meet an instructional need in a large urban school district to support struggling and second language learners. After participating in a district-designed and district-led TOT model of professional development on strategies for diverse learners, teacher leaders prepared and presented a subsequent training on their home campuses. After their participation in these professional development opportunities, teacher leaders and teachers were interviewed to discover their perceptions of the professional development that was offered to them. Students were interviewed to discover their perceptions regarding what strategies their teacher used to support them when learning becomes difficult. The implications from this study will provide support for the creation of influential TOT models of professional development and other learning experiences. In this case study analysis, results have been summarized to provide qualitative data used to explore the following research questions:

Research Question 1: What are the perceptions of teacher leaders regarding the Trainer of Trainers model of professional development?

Research Question 2: What are the perceptions of teachers regarding the

professional development they received from the teacher leaders who participated in the Trainer of Trainers model?

Research Question 3: What are the students' perceptions of how teachers make learning easier for them?

Summary of Findings

Each participant brought a unique viewpoint and a variety of experiences to this study. Throughout the interviews and observations, common themes emerged as indicators of professional development practices that either aided in the growth of the participants or confined the growth opportunities for the candidates. Perceptions of the TOT model of professional development were grouped by the ability to aid in the growth or to confine the growth of future professional development opportunities. Findings are categorized by the teacher leader's perceptions, the teacher's perceptions, and the perceptions of students. Themes amongst each group are different but interconnected by the influence and implications upon future professional development decisions regarding the TOT model of professional development.

Adult Learning Theory

In order to create an optimal learning environment for all adults participating in professional development, the work of Knowles (1980) offered effective ways to facilitate engaging opportunities that yield transfer and implementation. Throughout this study, those principles were included as part of the TOT model of professional development, but more importantly, described by teacher leaders and teachers as factors critical to their learning success. Participants from this study support the work of

Gregson & Sturko (2007) discussing the need to combine professional development models with the principles of Adult Learning Theory, which creates an experience for professional development that is meaningful and impactful on their growth as an educator. The following themes show alignment with Adult Learning Theory through teacher leaders' and teachers' descriptions of optimum learning experiences which support their transference of skills and implementation of new learning.

Perceptions of Teacher Leaders

The teacher leaders each hold an instructional coaching position on their campuses, providing support in different content areas. Through their conversations and observations, similarities and differences amongst their perceptions of the TOT model of professional development appeared within the reoccurring themes of: Self-efficacy toward Expertise, Differentiated Professional Development, Focused, Form, Duration, and Active Engagement, and Follow Up.

Self-efficacy toward expertise. When considering the expertise level required for presenters of professional development, one-half of the teacher leader participants felt the two days of training during the TOT on strategies for diverse learners was not sufficient time to prepare leaders to be campus experts. “There’s always that level of ‘I’m not an expert on this’ because I’ve only sat through it one time” (Sandy, personal communication, November 16, 2015). The remaining half of the teacher leaders enjoyed the opportunity for new learning from experts in the field. Patricia gained new skills and strategies to bring back to her campus for tailoring and filtering to teachers. “Just getting to be an expert on something and learning from an expert, I think that was powerful and I

got to make it relevant to my campus” (Patricia, personal communication, March 3, 2016). By definition, when teacher leaders’ possess perceptions of self-efficacy toward their knowledge regarding the TOT model of professional development, they would show motivation to implement new ideas, follow up, and coach teachers regarding strategies for diverse learners (Bandura, 1997). Teacher leaders’ feelings of self-efficacy or lack of self-efficacy likely played a role in their ability to assert ownership in the implementation of new strategies across their campuses (Nielson et al., 2008). Teacher leaders required a strong sense of self-efficacy to sustain long term implementation, provide feedback, and monitor the impact on students with the use of strategies for diverse learners (Chong & Kong, 2012). They feel a strong sense of self-efficacy toward content areas, however, the cross content strategies provided in the DWSD TOT were not specific to their specialization, likely impacting their feeling of ownership toward the implementation of new strategies. These teacher leaders acknowledged the need for new practices to meet on going needs of their campus and the need to be an expertise in that area to fulfill that need. The TOT model set out to provide more tools to meet needs on their campus.

Both teacher leaders enjoyed the TOT model on diverse learners, acknowledged they learned new things, and felt the materials presented were sufficient to be knowledgeable. It was taking the knowledge to expert level that Sandy found difficult. Through this process both teacher leaders discovered the importance of practicing the new strategies they learned during the TOT on diverse learners before presenting the information in workshop form to their campus teachers. Although one teacher leader shared her experience with reviewing the materials given to her at the TOT and trying out

a strategy at one grade, she believed it was not sufficient experience to build her efficacy as a campus leader. Both teachers acknowledge that part of becoming an expert is practicing the new skills and strategies. Without that practice Patricia stated, “I don’t have the experience. I’ve seen it used, and I’ve watched it being used, but not being able to really get in and do it I think has hurt a little bit. So usually I have to refer to some other teacher that is using it (Patricia, personal communication, April 25, 2016). Like teachers implementing new classroom strategies, this practice step assists in building leaders’ skills beyond just the knowledge and background surrounding new instructional practices to experiences that help them relate to classroom teachers and support implementation (Desimone, 2009). This implication for teacher leaders is supported by the work of Knowles (1980) and Chan (2010) which discussed the importance of allowing adult learners time to sufficiently apply new learning.

Differentiated professional development. Teacher leaders find themselves working to meet the needs of the teachers as learners on their campus (Guskey, 2009) and differentiating techniques and delivery methods to match the audience of their individual campuses (Pearse et al., 2012a). They noted the need to take the information from the TOT model and to customize it for their individual campuses. When differentiating material for the teachers on her campus, Patricia refers to this like educators do students in their classrooms: “one size does not fit all” (Patricia, personal communication, March 3, 2016). Considering the needs of the campus and the teachers, differentiation occurs as presenters adjust, tailor, and streamline the information provided during a TOT model of professional development (Marks, Sisirak, & Chang, 2013; Pearce et al., 2012a). Both

teacher leaders agree that considerations need to be made regarding teaching experience and knowledge level when preparing for professional development workshops. Sandy is quite passionate about differentiating by grade levels. “I’d do it grade level based so that I can make it specific to each grade level” (Sandy, personal communication, February 19, 2016). She noted in an earlier interview, “They [teachers] tend to pay more attention and be a little more open to conversation... You’re also able to differentiate a little bit more” (Sandy, personal communication, November 16, 2015). This allows differentiation of content and strategies that are directly related to grade level standards. Patricia tends to consider the learner and where they currently fall with understanding and knowledge. This provides different levels of implementation dependent on readiness level. When considering Adult Learning Theory, Patricia’s and Sandy’s experiences align with Knowles (1980) understanding that a teacher’s level of readiness to learn is dependent on the material being presented and the application of new learning into their current instructional practices. Through the use of flexible grouping techniques, the teacher leaders are able to differentiate content to further meet the needs of their teachers and to influence implementation.

Teacher leaders discussed the necessity for new strategies that are easily implementable into their current practices. Teacher leaders agree that teachers need something that is manageable and fits into their daily practices. Patricia echoed this when she shared, “Not something that’s extra that they have to do. Something that can tie into what they’re already doing” (Patricia, personal communication, March 3, 2016). Part of the process as a teacher leader in a TOT situation is to consider current routines

and practices when selecting strategies and helping participants make applicable connections. Using these differentiation practices on the professional development content allows teacher leaders to be flexible toward the needs of their campus (Pearce et al., 2012a). Patricia shares that she often synthesizes the information for her teachers from the TOT training to help provide them with current practices that integrate into their daily practices. Differentiating professional development for their campuses is an important step toward teacher implementation of new skill and strategies.

Focused. Teacher leaders from this study assert professional development should be focused. One teacher leader expressed strong opinions about content focused professional development. She believes content focused professional development supports implementation of new strategies because teachers can directly relate it to their standards and to what they are doing in their classroom (Darling-Hammond et al., 2009). When professional development opportunities are content-focused, the new instructional practices taught “are very applicable to the audience that you’re working with” (Sandy, personal communication, December 4, 2015). One teacher leader believed professional development should be focused on campus need. Focused professional development based on current data creates buy-in because it meets a direct need of teachers and students on their campus (Van Duzor, 2011). “You have to have buy-in from teachers. So, getting that buy-in starts with showing them the data. We have to show them the reason behind what we’re doing. Just like the kids, they want to know why too” (Patricia, personal communication, March 3, 2016). Both teacher leaders agree when professional development is focused and material pertains to the needs of the learner,

teachers remained engaged in preparing for implementation. In Sandy's experience, focused professional development is "very applicable to the audience that you are working with," (Sandy, personal communication, December 4, 2015) creating greater learning opportunities. These results were similar to a study by Nielsen et al., (2007) in which it was found when professional development is applicable to what teachers are currently doing and sustains a clear focus, it yields outcomes of better classroom implementation. Patricia and Sandy noted that learning over time focused on a single initiative with the use of active learning strategies that engage teachers, promotes expertise, and facilitates the implementation of new instructional practices within classrooms after professional development opportunities, as noted by Sun et al. (2015).

Form, duration, and active engagement. All teacher leaders discussed the need for gradual implementation of new initiatives that lasted over multiple workshops and multiple years. Sandy discussed the need to give a campus time, especially when the new practices creates a shift in thinking or cultural norms for them. "It's been more than a year, but it's a big mind shift for the teachers, so it's hard to say that we just did it one year, and it's all done. It's still going" (Sandy, personal communication, November 16, 2015). When evaluating the National Writing Project's use of localized professional development by partnering and customizing professional development, Sun et al. (2013) found that an extended duration that focused on content was most influential to teachers and to the transfer of instructional practices. This provides teachers with time to adjust and perfect their implementation. Both teacher leaders experienced past success with

implementation of new initiatives when executed over multiple years, as also shown in the study of Sun et al. (2013) and the National Writing Project.

Teacher leaders each discussed the importance of providing different formats for professional development. Of particular importance to each of them was the coaching model. Being able to support teachers on a daily basis continues to benefit each of their campuses. They believe that “leading teachers in the right direction without telling them” (Patricia, personal communication, April 25, 2016) is a critical way to influence instructional change. They each agree that modeling for teachers, providing professional development, and being a resource for instructional practices is crucial to the health and welfare of their campus. As instructional coaches, they are content experts on their campuses and offer a plethora of knowledge and experience, enabling them to respond quickly to issues and needs. Although coaching is not their only role, it is the most enjoyable part but also easiest to reschedule when other items need immediate attention. Research supports the ability of coaching to influence student achievement when professional development, modeling, and follow up are present within the model (Knight & Cornett, 2009). By offering more options on format, teacher leaders are providing teachers opportunities to potentially grow further and impact student achievement (Gibson & Brooks, 2012). Patricia and Sandy discovered that through coaching they are able to support teachers specifically in their content areas just as Coburn and Woulfin (2012) reported. Maintaining the integrity of the instructional coach’s role is essential to the continued growth and support of classroom teachers. Coaching also offers the opportunity to influence high quality instructional practices that align with the school’s

and district's vision, connecting teacher leaders' ideas to that of Cobb and Jackson's (2011) findings.

Professional learning communities. Among the professional development formats discussed by teacher leaders, PLCs are a leading format in developing teachers. The teacher leaders in this study indicate teachers are comfortable in their grade level teams and content is specifically differentiated for the audience of each PLC. Sandy pointed out the conversations and collaborations that come from grade level PLCs is richer and more in-depth than what she regularly finds in traditional professional development workshops. Teacher leaders feel PLCs are more impactful because they occur each week, providing access to all grade level teachers, and keeping them current regarding teachers' needs. Yates (2007) reported similar results in that coaches impact on PLCs stems from their ability to understand teachers' readiness to learn (Knowles, 1980) which allows them to determine the needs of teachers and students and to provide appropriate support. Teacher leaders agree that work done throughout PLCs positively influenced implementation of new initiatives and growth among teachers and students. Providing on-going support with the TOT training materials on strategies for diverse learners during PLCs could potentially support the implementation of these new practices further supporting the claims of Dufour et al. (2010) that the job-embedded model of professional development is an ongoing process that results in student achievement.

Follow up. The newly TOT trained teachers leaders now become the owners of implementing this new learning, placing responsibility on them for supporting and maintaining implementation (Martino et al, 2010). Teacher leaders understand the

necessity for follow up embedded throughout the implementation of new strategies. This can be difficult when the TOT model came from a district office and is now the responsibility of teacher leaders and campuses who are new to these instructional practices. The teacher leaders both agree on the importance of examining how implementation is progressing and making adjustments based on the needs of all stakeholders. “We usually come back later at another time and say, ‘Okay, how’s it working? What more can we do? What more information do you need’” (Sandy, personal communication, November 16, 2015)? The follow up opportunities keep teachers accountable for implementation of the skills developed during professional development workshops (Gibson & Brooks, 2012). In order to make this possible, Sandy suggested an improvement to TOT models of professional development would include the completion of a required product, some kind of an artifact that shows the knowledge and understanding of the content, and offers practice with the strategies being taught. The process of feedback on this practice is critical to the growth of teachers and to the implementation of new instructional practices, which is confirmed within the research of Bransford, Brown, and Cocking (2000) and May et al. (2011).

Practices that confined growth opportunities. Teacher leaders were very clear on their role as campus instructional coaches but seemed unclear on the district and campus expectations for implementation of the information gained from the TOT model. As a teacher leader, ambiguity within the implementation of new practices through any TOT model of professional development can limit the growth of that new learning. However, the responsibility of the TOT is to provide teachers leaders with enough

knowledge and support to become campus experts on new instructional practices in order to lead their campuses (Pearce et al., 2012) to implement new instructional practices. Further, the implementation of new practices that are not properly aligned with campus needs and goals generally lack relevance and tend to cause inconsistencies toward growth targets (Desmond et al., 2009). Sandy shared her concerns with the chosen instructional strategies for the TOT professional development: “We weren’t really sure about Talk Read Talk Write. I’d always seen it in upper grades, like sixth grade. So we weren’t really sure how it would work with our campus” (Sandy, personal communication, November 16, 2015). The strategies taught in the TOT for diverse learners were emphasized in response to a district need to more effectively support struggling and second language learners. These particular strategies may not have aligned with current campus goals and initiatives. Garet et al. (2001) confirm an increase in teacher knowledge and skills within a coherent sequence of focused professional development as opposed to random initiatives. In the same way Desimone (2009) discussed that professional development should not only be aligned to content and student standards but also to goals and initiatives of schools and districts. Sandy observed, “It seems like there were some strategies that would be great for third and fourth [grade] and not so much for first and second [grade] and vice versa” (Sandy, personal communication, November 16, 2015). Without ownership of the implementation of TOT models, teacher leaders lack opportunities to become an expert with new material, to influence learning over time, and to tailor professional development to meet the needs of their own campus and teachers.

Perceptions of Teachers

Each of the teachers featured in this research brought unique experiences and opportunities to this study. Some are self-contained classroom teachers, some are departmentalized, and all teach different grade levels and subjects. However, topics emerged into themes amongst their shared and individual experiences with the TOT model and with other professional development workshops. Looking through the lens of the Adult Learning Theory (Knowles, 1980), teachers in this study provide evidence to support the inclusion of principles of andragogy within each professional development setting.

Form, duration, and active engagement. When designing relevant professional development for adult learners, including important aspects of the Adult Learning Theory, such as: the considerations of opportunities for active engagement, for differentiated learning situations, and for understanding that prior knowledge are all keys to influencing implementation (Knowles, 1980). For all teachers participating in this research study, the delivery of training by a peer nurtured growth and implementation of new learning.

They're not removed from the classroom since they do it on a daily basis and their foresight on what they're teaching you is accurate because they see it. And especially if they're working with our [same] population of students. (Lacey, personal communication, November 17, 2015)

Their connection to peer-led professional development created an openness to new ideas and fostered a desire to consider the possibilities. “I think if it’s teacher led, then we buy

into it more because it's someone who's in the trenches with us" (Charlotte, personal communication, November 17, 2015). Hickey and Harris (2005) found similar results, stating that teachers positively viewed teacher-led professional development which allowed for greater collaboration and implementation. Professional development opportunities were found to be successful when they provided teachers with time to create workshops, allowed for extended periods of teacher collaboration, and created more occasions for informal meeting settings. One teacher from this study shared the appeal with this type of professional development stemmed from her colleague's ability to keep the workshop focused on how to effectively implement new strategies into the classroom. Teachers also discussed the ability of peer-led professional development as an additional way to support growth similar to results reported by Enstrom and Danielson (2006). Teachers build a strong case for the implementation of more campus and district opportunities that include peer-led professional development.

Leaving professional development workshops with some form of artifact is something all four teacher participants feel influenced their ability to remain actively engaged. Furthermore, being able to practice the new strategies is key to supporting their implementation. Teachers should have the ability to actively participate in a variety of modalities when first introduced to new practices (Gulamhussein, 2013). Sarah particularly enjoys the hands-on practice during professional development workshops. Make-and-take sessions also keep Hannah engaged in learning while providing a sample for her and a better understanding of the strategy after practicing it. Hannah stated "to

see it and experience it, that [was] a whole different thing. And I could relate” (Hannah, personal communication, November 16, 2015).

Research supports incorporating hands-on activities into professional development workshops and finds particular significance when activities are directly related to content and connect to student learning, as suggested in an empirical study by Garet et al. (2001) where mathematics and science teachers reported the most influential characteristics of professional development. Artifacts are used for these teachers as reference materials for new strategies once the professional development concludes. All teachers from this study found the professional development materials helpful. Keeping artifacts meaningful and connected to the new strategies is key (Garet et al., 2001). The use of artifacts, their design, and the ability to connect new learning with existing practices can support teachers in actively engaging in professional development workshops.

Four out of four participants discussed the importance of staff developers providing opportunities for teachers to actively engage during professional development workshops. The teachers desired to move around, to participate in activities, to rotate through stations, and to be an active participant in the learning of new concepts and strategies. “I think a lot of sitting is hard. If you are just sitting and listening and not doing a lot of active involvement, it’s hard to remember what you are doing” (Lacey, personal communication, December 4, 2015). Two of the participants preferred to learn the new material actively as a student would first, then learn how to teach it. Two of the four teachers discussed the actual use of videos during a workshop, and one mentioned

the use of Skype to provide models of instructional practices when modeling and model classroom visits were unavailable. The use of video resources were particularly important to understanding the content and to providing a visual example of what the strategies look like in a real classroom. The flexibility of multiple formats for learning brings about opportunities for teachers to grow rigorously (Gibson & Brooks, 2012). The preference of these teachers for active engagement aligns with current research on the factors involved in providing the optimal learning opportunities for all participants during any form of professional development (Garet et al., 2001; Gibson & Brooks, 2012).

Collaboration. Three out of four participants discussed the merits of being able to collaborate with other professionals, especially during professional development. Learning occurred “not necessarily in training, but with talking to teachers. I think I’ve learned a lot over the year” (Sarah, personal communication, November 10, 2015). The collaborative piece, specifically the PLC model, has grown Charlotte’s team as a whole, as opposed to individual teachers. Sarah notes feeling strongly influenced by collaboration with teachers from across the school district. Teachers from this study agree that collaboration with other professionals benefits all teachers during the implementation of new initiatives, especially those who might be struggling and those teachers new to the field. These teacher’s perceptions align with Yates’ (2007) claim that conversations in which teachers reflect on their practices and discuss pedagogical issues add to the effectiveness of professional development opportunities, increasing self-efficacy and student achievement as by-products. This claim once again confirms the need for specific attention to be paid to Adult Learning Theory and the integration of

these ideas into each professional development workshop that is conducted. Teachers feel that collaboration within professional development keeps them actively engaged and focused on the implementation of new skills and strategies. Sun et al. (2013) found that situations where teachers are able to collaborate open opportunities to develop deeper understanding and facilitate the implementation of new instructional practices, further supporting the teachers of this study.

Implementation factors. Once teachers leave professional development workshops, the real challenge of implementation begins. All teachers from this research study agreed that there are a few key factors that have an influence on their implementation: separating learning into manageable chunks, multiple years of growth opportunities, and focused professional development. When each of these factors were part of the professional development process, teachers reported feelings of efficacy toward implementation of the process.

By creating a multiple year plan for rolling out the implementation of new initiatives, leaders allow teachers the opportunity to hear information multiple times and in different formats. Continuing an emphasis over multiple years provided time for practice and for support toward implementation, as also noted by Little (1993). Teachers all felt that past multi-year endeavors influenced student achievement. Sarah felt her ability to implement a new strategy was supported by constant discussions during PLCs related to that same topic. Additionally, Charlotte shared her appreciation for time to practice, to monitor, and to make adjustments throughout the process. Hannah was particularly grateful for a lengthy process in building a new campus initiative because it

formed a foundational understanding for all teachers and created a common language. They believed leadership was allowing teachers time to get good at one initiative before adding something new. Teachers' desire for professional development roll-out to include multiple years of training and implementation practice strategically aligns with factors for effective professional development in a study by Yoon et al. (2007). Darling-Hammond et al. (2009) also found when the duration of professional development opportunities are sustained, results are directly connected to teacher change and to increased student achievement. Ongoing professional development and slower implementation allows teachers time to grasp new strategies and to problem solve inconsistencies which in turn impacts student learning (Gulamhussein, 2013). The duration of professional development around initiatives has an influence on the fidelity of implementation (Correnti, 2007; Nielsen et al., 2007; Sun et al., 2013).

Teachers acknowledge the value in separating an initiative into manageable chunks of learning. They all appreciate the opportunity to take a small chunk of any new learning back to their classroom and implement it immediately. Being allowed that opportunity to practice a small chunk at a time supports their implementation and allows for time to adjust and to monitor effectiveness before beginning a new phase of implementation. Teachers conceded implementation can be difficult. "I mean the theory of it was really cool, I just had a little bit of a difficult time implementing it...because there was so much. There's so many different ideas I just didn't know where to begin" (Sarah, personal communication, January 14, 2016). In other situations where learning

was broken into management chunks, Sarah and her peers found success because it felt easier to understand and to put into practice.

By providing focused professional development all teachers feel more confident in their ability to take new learning back to their classrooms and to implement it. In Charlotte's experience, creating complexity in learning occurs when "staff development that's been surrounded by the same topic has been beneficial. The depth and rigor is there where we're being able to really delve into it" (Charlotte, personal communication, February 17, 2016). These allowances tend to be impactful, especially when new learning directly connects to the practices that have been previously established. Knowles (1980) supports this idea of connecting new learning to previous experiences as part of the Adult Learning Theory and critical to teachers' ability to synthesize previous work with new techniques. Three of the four teachers discussed the need to focus professional development on the needs of their campus and be segmented throughout the year. Hannah experienced a slow implementation of instructional practices that positively affected her and her campus. "It was just helping us [the campus] identify and understand the basics and define our needs. It helped because it was exactly what we [the campus] needed. And we kept adding new pieces" (Hannah, personal communication, November 16, 2015). Three of the four teachers discussed the importance of content-focused professional development workshops and how it positively influenced their implementation process. Similar results were found in a study of the implementation of Understanding by Design (UbD) framework within a science curriculum. Penuel et al. (2011) found when materials and professional development are strongly aligned to

content and classroom practice, with explicit modeling, teachers were more successful in transferring their new knowledge to their classrooms. By focusing professional development in content areas, teachers are able to connect to their standards and current, promoting practices allowing for immediate implementation (Darling-Hammond et al., 2009). Research supports the idea of keeping professional development workshops content area-focused (Blank, de las Alas, & Smith, 2008; Garet et al., 2001) to build teachers' instructional practices through the content within which they regularly teach.

Coaching to build capacity. All involved teachers showed a desire to have access to professional development support following workshops and trainings. These teachers make a strong case to continue the support for the role of instructional coaches on each campus, in each content area. The need for modeled lessons, additional resources, and an expert with which they could problem solve was apparent across all data. Research validates that support from instructional coaching assists with implementation and problem solving throughout the process and further deepens teachers' practices (Knight, 2007; Knight & Cornett, 2009). All four teachers expressed a desire to have an instructional coach visit their classroom and model instructional practices that are new or challenging. They felt that this practice would positively benefit their implementation efforts. "Not just tell them but to kind of show them too" (Charlotte, personal communication, November 17, 2015). Research supports the use of instructional coaches to insure the transfer of skills, teacher efficacy, and student achievement (Knight & Cornett, 2009). Providing teachers with explicit models of new instructional practices provides support teachers need to start the implementation process

(Garet et al., 2001; Penuel et al., 2007; Penuel, Gallagher, & Moorthy, 2011). Results similar to this study were found by Gibson and Brooks (2011) who looked at elementary teachers three to five years after receiving professional development regarding implementation of new curriculum. They found the use of modeling for teachers and the use of follow up supports to be critical to the transfer success of new learning. Research shows that teachers who received professional development in addition to coaching supports made significantly more progress toward implementation (Knight & Cornett, 2009). This was further confirmed by teachers' expressed needs for instructional coaches as follow up support after the professional development strategies for diverse learners.

Practices that confined growth opportunities. All teachers discussed the current district initiative related to intervention and the RTI system, POWER time, which was being newly implemented. It was clear that much work was in fact being done through professional development, meetings, and other forms of training teachers toward the implementation of the intervention initiative. The professional development workshop hosted through the TOT model was meant to provide strategies and practices that could be used during POWER time and initial instruction to support struggling learners and second language learners. During this training direct connections were not made toward the POWER time initiative, however, the training was meant to support instruction with a few new strategies. If teachers did not see the connection as the strategies to support their implementation and did not buy-in to the development, it is highly likely implementation did not occur with fidelity (Hough, 2011; Nielsen et al., 2007). “A lot of times when we go to these trainings...I don’t really feel like we can

apply the information so much. Then, just like the kids, I don't retain it" (Charlotte, personal communication, November 17, 2015). When teachers react to district wide professional development with "sometimes we get trainer of trainers on something that's just another thing" (Patricia, personal communication, November 16, 2015) or "we already do that in our classroom, so that's nothing new for us" (Lacey, personal communication, November 17, 2015), it hinders growth of implementation and students. Keeping professional development engaging, focused, and content-based with a peer leading it will help negate those feelings for teachers.

Perceptions of Students

Captured here are students from different grade levels, each instructed by a different teacher in the study, with varying experiences, and diverse learning backgrounds. Throughout the data analysis of students' responses, a common theme emerged among their perceptions of their teachers. All students indicated through descriptions of how teachers support them that teachers use specific strategies to support struggling students during learning.

Teachers have knowledge of many different strategies. All students discussed at least one different strategy that their teacher had used at some point during instruction to provide support for their learning when they were struggling. Different varieties of small group instruction were described to the researcher as well as the use of manipulatives. Each of these strategies were also mentioned numerous times by teacher leaders and teachers when discussing memorable professional development opportunities. "It's like our teacher helps us when I'm nervous like, a lot. It's just...she starts helping

me in small groups, and we start working out the things we're doing in class" (Stacey, personal communication, April 25, 2016). Most often, teachers mentioned these strategies when discussing multiple year implementation initiatives with follow up during PLCs with support from instructional coaches.

Implications and Recommendations

The following implications are based on the data from this qualitative research study designed to provide insight to the perceptions of teacher leaders and teachers toward the TOT model of professional development. Through a case study design using rich descriptions of participants' experiences and feelings, Chapter IV provides evidence to support these implications for teacher leaders, teachers, and district leadership.

TOT Model

The use of high engagement learning strategies are an optimal solution to creating connections to and experiences of new practices during TOT models of professional development. The data confirms that teacher and teacher leaders both perceive the inclusion of active engagement to be a critical part of understanding and implementing new instructional practices learned from a TOT model of professional development. Providing opportunities for teacher leaders to experience the strategies, then teaching them to teach the strategies strengthens their ability to provide maximum support for the materials being presented during TOT models and subsequent trainings on campuses. The inclusion of active engagement strategies within the TOT materials was beneficial for teacher leaders while designing the professional development for their campus. Teacher leaders taking part in TOT models should be provided with examples of learning

strategies for adult learners to guide them in providing learning experiences during professional development workshops.

TOT models should be content specific (Blank, de Las Alas, & Smith, 2007) and directly related to the needs of the campus. The professional development should connect with campus goals and initiatives and include strategies easily integrated into common daily instructional practices. This provides additional support to teachers during implementation as opposed to adding new initiatives to what has already been established for the year.

When using the TOT model, the process should be methodical, manageable for teachers, and sustained over time, providing time for teacher leaders and teachers to practice and to implement manageable pieces of instruction with the addition of coaching support (Jackson et al., 2006; Kretlow & Bartholomew, 2010). The TOT should be built in such a way that each piece is built in a manageable progression with purpose and follow up.

Teacher Leaders

Teacher leaders found professional development workshops customized to meet the needs of their campus more influential in the implementation of new strategies (Bescuilde et al., 2011; Baron-Donavon et al., 2005; Marks et al., 2013). While TOT models provide materials strategically created for teacher leader support and for the active engagement of teachers during campus professional development, teacher leaders should streamline, adjust, and synthesize information to meet the needs of their campuses (Marks et al., 2013). Teachers showed their preference for differentiated professional

development. When teacher leaders modify and differentiate professional opportunities, they offer support for teachers and their needs and support the implementation process. Teacher leaders tend to better understand the needs of their campus as opposed to the off-site staff developers in a TOT model.

Teacher leaders need time to practice new skills and strategies learned during a TOT model of professional development. In order to truly understand the strategies and be able to talk to teachers about experiences and implementation, they need time to practice strategies with multiple grade levels and in different settings. As they learn the strategies and internalize the process of teaching the information to a group of peers, they should consider ways to adjust the presentation to meet the needs of their audience and provide follow up opportunities for continued growth.

For developers of TOT models of professional development, the inclusion of formal follow up opportunities is key to the long lasting implementation of the new skills and strategies targeted in the creation of training. The inclusion of follow up activities guides teacher leaders in ways to hold teachers accountable for learning the material and for demonstrating understanding. Teacher leaders often need guidance on ways to support follow up to initial TOT instruction.

Providing coaching opportunities after professional development supports the implementation of new skills and strategies learned from TOT models (Kretlow et al., 2012). Through instructional coaching methods such as modeling and providing feedback, teachers have access to ongoing support for implementation and guidance when challenges arise (Doyle 2009; Knight & Cornett, 2009). Modeling for teachers has

been found to be critical to teacher understanding and implementation (Garet et al., 2001; Penuel et al., 2007).

Teachers

When given time and ongoing professional development opportunities (Sun et al., 2013) teachers learn new strategies, take time to practice new strategies, and monitor and adjust. Their preference for professional development opportunities are within small manageable chunks in workshops in which presenters actively engage the learning and provide time for collaboration. Teachers prefer time to practice and see real world examples in order to internalize the new learning and synthesize ideas with their current classroom practices. TOT models should continue to use active engagement strategies and real world examples to support teachers during learning and implementation and consider the use of peer-led professional development.

During data collection, teachers did not mention specific strategies that were taught within the TOT workshop, nor did the researcher see evidence of the implementation of those strategies during classroom observations. However, through conversations and observations it was clear that teachers had internalized other strategies of best instructional practices from previous professional development opportunities. Although the strategies taught during the District Wide Staff Development (DWSD) were not mentioned or observed during three brief classroom visits, this evidence does not conclusively exclude the implementation of these practices from trained teacher's classroom. From discussions with students it is clear that teachers provide meaningful strategies during instruction to meet the needs of their students.

Students

When given the opportunity to participate in researched-based learning strategies, students connect to the different learning styles and develop skills that can be used across content areas to continually learn, even through difficulties. When teachers practiced consistency in strategies, students were successful in learning and were able to discuss the strategies that made them successful. Small group instruction and manipulatives have been perceptively accepted as a method of providing support for students when learning is difficult. These strategies have not only made an impact on students during instruction but on their understanding that teachers are there to support and guide them when it is necessary as well.

Although neither teachers nor students mentioned the strategies taught during the TOT model of professional development, teacher leaders and teachers mentioned small group instruction, guided reading, and guided math as strategies taught during memorable professional development opportunities. Students also mentioned these as strategies used by their teacher to make learning more accessible during difficulties. This is significant in supporting the teachers' claims regarding expectations for effective professional development, the role of an instructional coach during the implementation of new initiatives, and the impact upon student growth. These findings imply the importance of the application of Adult Learning Theory during professional development, extended opportunities throughout the school year for focused growth, and follow up support with an expert in the field.

Recommendations for Future Research

Considerations for the future research might include a study on the impact of the TOT model of professional development over a multiple year implementation which segments instruction into smaller manageable chunks. Teacher leaders and teachers spoke of the importance of these factors within the organization of the professional development process, offering new topics for future study. Further inquiry is needed to determine the level of expertise participants of the TOT model of professional development develop during training. Future studies should consider the length of time needed to become an expert, additional supports needed for participants of the TOT, and ways to follow up once after the completion of the subsequent trainings offered by participants of the TOT. Adding an opportunity for teacher leaders to practice their presentations and strategies with each other could support the expertise level of teacher leaders and provide for ample practice opportunities. By providing an additional meeting time between their initial training and their presentation date would allow teachers leaders to collaborate with other leaders and specialists, ask questions, and provide a level of accountability toward the practice and understanding of the new strategies taught during the TOT. This opportunity allows teacher leaders to learn to do the strategies with fidelity, take ownership of the new information, and receive additional support for the work they will be doing with their campuses. This practice time is critical to the development of these strategies becoming intuitive, allowing for some time of reflection as well. Berliner (2004) suggests that it takes years to become master of our craft and hours of practice to master new ideas and techniques.

Teachers shared their preference for other teachers to lead professional development. Further study of this idea would add to the current body of research on effective practices for teacher learning opportunities. The non-evaluative role of an instructional coach promotes teachers viewing them as a peer. This study relied on instructional coaches as campus experts to provide the professional development from the TOT model to teachers. It would be interesting to see if teachers equated their coaches as their peers and if they respond to coaches as peers during professional development or if they see them on a different level. More research is needed to determine which campus-based expert serves as the most influential leader of a TOT inspired professional development.

Limitations

Limitations for this study stem from the small sampling size and inability to generalize results into all situations. This research study used a case study design to tell a story of the perceptions of teacher leaders, teachers, and students. While themes emerged from their perspectives and experiences, the generalizability of the results are limited due to the small sample size.

Conclusion

The TOT model of professional development was found to be an effective method to train teachers when needs arise and information must be disseminated across multiple sites in a timely manner. The purpose of offering the TOT model of professional development was meant to build capacity in teacher leaders so they could influence teachers on their campus to implement new strategies to meet the needs of diverse

learners and to discover the thoughts and feelings of teacher leaders and teachers toward this mode of learning. The researcher considered the perceptions of teacher leaders, teachers, and students to better understand their feelings and actions toward the TOT model of professional development. After careful analysis and evaluation of interviews and observations, the researcher hopes to provide some insight to future developers of TOT models regarding means to support and to prepare teacher leaders.

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APPENDIX A
TOT INSTRUCTIONAL STRATEGIES

Strategy	Observed	Comments
Chunking for Completion		
Coding for Visualization		
Planning for Problem Solving		
Prepare, Do, Check		
Read What You Don't See		
Six images		
Sort and Label		
Talk Read Talk Write		
Target the Main Idea		

APPENDIX B
INFORMED CONSENT AND ASSENT FORMS

Teacher and Teacher Leader Informed Consent to Participate in Research

You are being asked to participate in the research project described below. Your participation in this study is entirely voluntary and you may refuse to participate, or you may decide to stop your participation at any time. Should you refuse to participate in the study or should you withdraw your consent and stop participation in the study, your decision will involve no penalty or loss of benefits to which you may be otherwise entitled. You are being asked to read the information below carefully, and ask questions about anything you don't understand before deciding whether or not to participate.

Title: An Examination of Teacher Leaders' and Teachers' Perceptions of the Trainer of Trainer Model of Professional Development

Student Investigator: Shandar Hobbs
Faculty Sponsor: Dr. Kathryn Matthew

PURPOSE OF THE STUDY

The purpose of this research is to evaluate the conditions, responses and feelings connected with the Trainer of Trainer Model of professional development.

PROCEDURES

The research procedures are as follows: Teacher Leaders will be interviewed three times and observed during professional development opportunities.

EXPECTED DURATION

The total anticipated time commitment will be approximately three months.

RISKS OF PARTICIPATION

There are no anticipated risks associated with participation in this project

BENEFITS TO THE SUBJECT

There is no direct benefit received from your participation in this study, but your participation will help the investigator better understand the trainer of trainer model of professional development.

CONFIDENTIALITY OF RECORDS

Every effort will be made to maintain the confidentiality of your study records. The data collected from the study will be used for educational and publication purposes, however, you will not be identified by name. For federal audit purposes, the participant's documentation for this research project will be maintained and

safeguarded by Shandar Hobbs for a minimum of three years after completion of the study. After that time, the participant's documentation may be destroyed.

CONTACT INFORMATION FOR QUESTIONS OR PROBLEMS

The investigator has offered to answer all your questions. If you have additional questions during the course of this study about the research or any related problem, you may contact Shandar Hobbs at 281-703-0468 or Dr. Kathryn Matthew at 281-283-3619.

SIGNATURES:

Your signature below acknowledges your voluntary participation in this research project. Such participation does not release the investigator, institution, sponsor or granting agency from their professional and ethical responsibility to you. By signing the form, you are not waiving any of your legal rights.

The purpose of this study, procedures to be followed, and explanation of risks or benefits have been explained to you. You have been allowed to ask questions and your questions have been answered to your satisfaction. You have been told who to contact if you have additional questions. You have read this consent form and voluntarily agree to participate as a subject in this study. You are free to withdraw your consent at any time by contacting the Principal Investigator or Student Researcher/Faculty Sponsor. You will be given a copy of the consent form you have signed.

Subject's printed name:

Signature of Subject: _____ Date: _____

Using language that is understandable and appropriate, I have discussed this project and the items listed above with the subject.

Printed name and title:

Signature of Person Obtaining Consent: _____ Date: _____

**THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL)
COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS
REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS
REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY**

BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE # FWA00004068)

PARENTAL CONSENT FORM

Title of Study: An Examination of Teacher Leaders' and Teachers' Perceptions of the Trainer of Trainer Model of Professional Development

Student Researcher:

Shandar Hobbs

University of Houston-Clear Lake

281-703-0468

Faculty Sponsor:

Dr. Kathryn Matthew

University of Houston-Clear Lake

281-283-3619; matthew@uhcl.edu

Your child is invited to participate in a research project. Participation is entirely voluntary and you may choose that your child not participate. If you choose for your child to participate, or if you withdraw your consent and stop your child's participation in the study, your decision will involve no penalty or loss of benefits normally available for you or your child. If you have any questions about the study, please contact Shandar Hobbs at 281-703-0468. Your child will be given the opportunity to consent separately. Both student and parent must agree to participate in the study for participation to occur.

The purpose of this research is to understand how teachers learn new ways to instruct students. Students will be interviewed in groups of two about the instruction in their classroom. It will take about one hour for your child to complete interview.

There are no direct benefits expected as a result of your child's participation in the project. There are also no risks expected as a result of your child's participation.

Any information obtained from this study will remain confidential. Your child's responses will not be linked to his or her name or your name in any written or verbal report of this research project. The data collected will be used for educational and publication purposes and presented in summary form. For federal audit purposes, the documentation for this research

project will be maintained and safeguarded by the Student Researcher for a minimum of three years after completion of the study. After that time, documentation may be destroyed.

SIGNATURES:

Your signature below indicates that you have read the information provided above and have decided to allow your child to participate in the study. You are free to withdraw consent for your child to participate in this study at any time by contacting Shandar Hobbs at 281-703-0468. You will be given a copy of this consent form for your records.

Printed Name of Child

Printed Name and Signature of Parent Date

Signature of Investigator Date

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE # FWA00004068)

FORMA DE CONSENTIMIENTO PATERNAL

Título del estudio: Un examen de los líderes maestros y las percepciones de maestros sobre el
Modelo de Desarrollo Profesional Entrenador de Entrenadores

Estudiante Investigador:

Shandar Hobbs

University of Houston-Clear Lake
281-703-0468

Facultad Patrocinador:

Dr. Kathryn Matthew

University of Houston-Clear Lake
281-283-3619; matthew@uhcl.edu

Su hijo/a ha sido invitado a participar en un proyecto de investigación. La participación es completamente voluntaria y usted puede elegir que su hijo/a no participe. Si usted elige que su hijo/a participe, o si usted retira su consentimiento para su participación en el estudio, no implicará penalización ni pérdida de beneficios normalmente disponibles para usted o su hijo/a. Si tiene cualquier duda sobre el estudio, por favor comuníquese con Shandar Hobbs al 281-703-0468. Su hijo/a tendrá la oportunidad de asentir por separado. Ambas personas, estudiante y padres/tutores, deben asentir a participar en el estudio para que la participación pueda ocurrir.

El propósito de esta investigación es entender cómo profesores aprenden nuevas formas para instruir a los estudiantes. Los estudiantes serán entrevistados en grupos de dos sobre la instrucción en la clase. La entrevista se tomará aproximadamente una hora.

No hay ningún beneficio directo esperado como resultado de su participación en el proyecto. Además no hay riesgos esperados como resultado a la participación de su hijo/a.

Cualquier información obtenida en este estudio será mantenida de una manera confidencial. Las respuestas de su hijo/a no estarán ligadas a su nombre ni al de su hijo/a en cualquier informe verbal o escrito de este proyecto de investigación. Los datos recogidos se utilizarán para la enseñanza, y con fines de publicación y presentados en forma resumida. Para propósitos de auditoría federal, la documentación de este proyecto de investigación será mantenida y salvaguardada por la estudiante investigadora durante un mínimo de tres años

después de la terminación del estudio. Al concluir este periodo de tiempo, la documentación puede ser destruida.

FIRMAS:

Su firma abajo indica que usted ha leido la informacin proporcionada anteriormente y ha decidido permitir que su hijo participe en el estudio. Usted es libre de retirar su consentimiento para que su hijo no participe en este estudio en cualquier momento, poniendose en contacto con Shandar Hobbs al 281-703-0468. Se le dar una copia de este formulario de consentimiento para sus registros.

Nombre impreso del niño/a

LA UNIVERSIDAD DE HOUSTON-CLEAR LAKE (UHCL) EL COMITÉ PARA LA PROTECCIÓN DE SUJETOS HUMANOS ha examinado y aprobado este proyecto. CUALQUIER PREGUNTA CON RESPECTO A SUS DERECHOS COMO SUJETO DE INVESTIGACIÓN PUEDEN SER DIRIGIDAS A LA UHCL COMITÉ PARA LA PROTECCIÓN DE SUJETOS HUMANOS (281-283 -3015). TODOS LOS PROYECTOS DE INVESTIGACIÓN QUE SE LLEVAN A CABO POR INVESTIGADORES DE LA UNIVERSIDAD ESTATAL DE UHCL SE RIGEN POR LOS REQUISITOS DE LA UNIVERSIDAD Y EL GOBIERNO FEDERAL.

ASSENT FORM

Title of Study: A Look at How Teachers Feel about Learning New Teaching Strategies

Student Researcher:

Shandar Hobbs

Pasadena ISD

281-703-0468

HobbsS6895@uhcl.edu

Faculty Sponsor:

Dr. Kathryn Matthew

University of Houston-Clear Lake

281-283-3619

matthew@uhcl.edu

You are being asked to help us. Your parents or guardian say it is okay, but it is up to you if you want to help or not. You may stop at any time by telling us and it is okay. If you want to know more about helping, you may ask us.

Purpose: To talk to students and teachers about learning.

Procedures: You will be asked to tell me about what your teacher does to help you learn. It will take about 1 hour of your time to help.

We will do everything to make sure that you do not get hurt in any way. We will be the only people who know what you say and do.

If you understand what you are asked to do and you want to help, you are asked to sign your name below. You will receive a copy for your information.

Printed name and Signature of Child Assenting

Date

/ /

Signature of Witness of Child's Assent Date

Signature of Investigator

Date

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE # FWA00004068)

Formulario de Consentimiento

Título del estudio: Un vistazo a como se sienten los maestros sobre el aprendizaje de nuevas estrategias de enseñanza

Estudiante Investigador:

Shandar Hobbs

Pasadena ISD

713-740-0208

shobbs@pasadenaisd.org

Facultad Patrocinadora:

Dr. Kathryn Matthew

University of Houston-Clear Lake

281-283-3619

matthew@uhcl.edu

Se te ha pedido que nos ayudes. Tus padres o tutores nos han dicho que está bien, pero eres tú quien decide ayudarnos o no. Tú puedes decidir no ayudarnos en cualquier momento que nos digas y está bien. Si deseas saber más acerca de cómo ayudar, infórmanos.

Propósito: Para hablar con los estudiantes y profesores sobre el aprendizaje.

Procedimientos: Pediremos que nos digas acerca de cómo tu maestro te ayuda a aprender. Aproximadamente 1 hora de tu tiempo es necesario.

Vamos a hacer todo lo posible para asegurarnos de que no te lastimes de ninguna manera. Vamos a ser las únicas personas que saben lo que dices y haces.

Si tú entiendes lo que se te pide que realices y quieres ayudarnos, se te pide que firmes con tu nombre debajo. Tú recibirás una copia de tu información.

Nombre impreso y firma del niño/a asintiendo

Fecha

/ /

Firma del testigo de asentimiento del niño/a Fecha

Firma del investigador Fecha

**LA UNIVERSIDAD DE HOUSTON-CLEAR LAKE (UHCL) EL COMITÉ PARA LA
PROTECCIÓN DE SUJETOS HUMANOS ha examinado y aprobado este proyecto. CUALQUIER
PREGUNTA CON RESPECTO A SUS DERECHOS COMO SUJETO DE INVESTIGACIÓN
PUEDEN SER DIRIGIDAS A LA UHCL COMITÉ PARA LA PROTECCIÓN DE SUJETOS
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A CABO POR INVESTIGADORES DE LA UNIVERSIDAD ESTATAL DE UHCL SE RIGEN POR
LOS REQUISITOS DE LA UNIVERSIDAD Y EL GOBIERNO FEDERAL. (FEDERALWIDE**

ASSURANCE # FWA00004068)