Spring 6-2019

What Professional Development Practices Do Mid-Career Teachers Need?

Amy Christie
DePaul University

DePaul University

College of Education

WHAT PROFESSIONAL DEVELOPMENT PRACTICES DO MID-CAREER

TEACHERS NEED?

A Dissertation in Education
with a Concentration in Educational Leadership
by

Amy M. Christie

Submitted in Partial Fulfillment
of the Requirements for the
Degree of

Doctor of Education

June 2019

We approve the dissertation of Amy M. Christie.
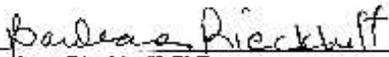
Barbara Rieckhoff

Barbara Rieckhoff, PhD
DePaul University
Associate Professor
Program Director, Educational Leadership
Department of Leadership, Language and Curriculum
Chair of Dissertation Committee

4/15/19
Date

Hilary G. Conklin

Hilary G. Conklin, PhD
DePaul University
Associate Professor
College of Education

4/15/19
Date
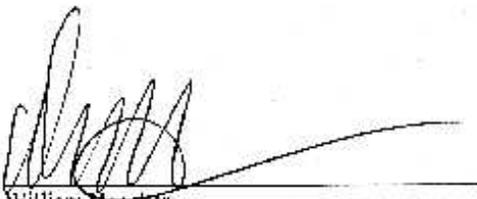
William Hoecker

William Hoecker
DePaul University
Retired Professor
Educational Leadership/ Superintendent in Residence

4/15/19
Date

Certification of Authorship

I certify that I am the sole author of this dissertation. Any assistance received in the preparation of this dissertation has been acknowledged and disclosed within it. Any sources utilized, including the use of data, ideas and words, those quoted directly or paraphrased, have been cited. I certify that I have prepared this dissertation according program guidelines, as directed.

Author Signature _Amy Christie_   Date _4/15/19_

Abstract

Finding out what keeps teachers engaged, satisfied and feeling successful during their mid-career years is an area that needs further examination. Moreover, what professional development practices do teachers need to thrive and adapt to modern learning practices after their 4th year in the classroom? All teachers, regardless of where they are in their career, should be valued and deserve professional development. To avoid the feeling of a "dull routine," one may suggest that providing differentiated professional development offerings may sustain a feeling of meaningful work for mid-career teachers. These teachers may be at risk of becoming stagnant in their careers, disconnected with educational initiatives and eventually isolated from their colleagues who sometimes already have targeted professional development when they begin their careers. For contextual purposes, a history of professional development, description of various professional development models, and examples of effective professional development are included in this paper. In addition, a qualitative study was conducted eliciting feedback from 5 mid-career teachers. The teachers who were included in this study are in the defined "mid-career" stage, which is at least 5 years or more. The findings concluded that mid-career teachers were provided with a form of professional development, however the content was generally unrelated to what they found useful. Identified themes were that teachers' voice and choice were often missing. For example, teachers felt if they were consulted more about specific needs, their time spent with professional development models would be much more effective. An additional theme identified was a feeling of isolation; they felt disconnected from the district vision and initiatives when decisions about what professional development courses were offered. Further research is needed in this area to avoid wasteful spending of money and time.

Administrators in districts who have control over available professional development should consider attending to their needs.

TABLE OF CONTENTS

List of Tables

Chapter One
Introduction

Finding out what keeps teachers engaged, satisfied and feeling successful during their mid-career years is an area that may need further examination. Moreover, what professional development practices do teachers need to thrive and adapt to modern learning practices after their 4th year in the classroom? As Hargreaves (2014) proclaims, "After years of being undervalued and out of fashion, teachers' professional development and learning in the United States are on the rise again" (Bauserman, Kragler, Martin, & Quatroche, 2014). All teachers, regardless of where they are in their career, should be valued and deserve professional development. As Bart (2018) describes, teaching careers are often divided into three phases: the beginning, the middle, and the end. She suggests that there is little attention given to the middle phase and that these careers do not stay on track without care and attention. Feeling exhausted and isolated, mid-career faculty slowly retreat into a dull routine—carrying on, but with a bit less energy and a diminished enthusiasm for teaching and learning. To avoid the feeling of a "dull routine," one may suggest that providing differentiated professional development offerings may sustain a feeling of meaningful work for mid-career teachers. To further support ongoing and differentiated professional development, Remijan (2016) suggests mid-career teachers need to be engaged with their professional learning. Because teaching can be a "flat profession" that does not allow lateral role changes, many teachers "experience professional restlessness" (Danielson, 2007, p. 14) and leave the classroom for full-time administration or seek opportunities outside of education (Remijan, 2016). Administrators in districts who have control over available professional development should consider attending to mid-career teachers' needs. These teachers may be at risk of becoming stagnant in their careers, disconnected with educational

initiatives and eventually isolated from their colleagues who sometimes already have targeted

professional development when they begin their careers. This study attempts to provide insight

as to what mid-career teachers need in professional development and to keep them engaged,

satisfied and successful.

To keep teachers in the classroom and continue their professional growth, it may take

participation and collaboration for them to get the professional development they need. For

example, consider this statement from a National Board Certified first-grade teacher in Indiana:

> For years, teachers were required to continue their education; either with college courses and/or workshops that interested them as well as ones they felt would improve their teaching. Teachers are now required to take in-service of the administration's choice, whether it is pertinent to them or not. Teachers are then asked to implement the new "learning" with no additional support and many times lack of materials. Teachers need to be able to choose an inspirational workshop that reminds them that what they do each day is important… (Martin, Kragler, Quatroche, & Bauserman, 2014, p.1).

In fact, one may conclude that teachers' success depends on the supportive practices such

as professional learning communities (PLC) that provide for collaboration with colleagues and

administrators, shared learning, and lead to an ultimate feeling of success. DuFour (2004)

suggests that educators who are building a professional learning community recognize that they

must work together to achieve their collective purpose of learning for all.

It is imperative that educational leaders at all levels make professional development for

teachers a priority. According to a report from the Center for American Progress in 2017,

President Donald Trump and Education Secretary Betsy DeVos propose to completely cut the

$2.1 billion in funding designated for Title II of the Every Student Succeeds Act (ESSA). ESSA

is the major federal funding stream that districts use to support their teacher workforce through

professional development and ensure equitable access to high-quality teachers for all students (Darling-Hammond, Gardener, & Hyler, 2017). This decision would result in a massive reduction in funds would be a devastating blow to localities. Therefore, if funds for professional development are reduced at the federal level, districts will need to invest additional dollars to ensure teachers are equipped to prepare students for 21st century learning. This study will elicit perceptions about professional development from mid-career teachers and what they need to sustain engagement in their own learning by asking specifically, "What professional development practices do mid-career teachers need", "What is effective and ineffective professional development?"

Assumptions

Prior to starting the study, four assumptions were held to be true from the researcher. The first assumption was that initial induction practices are helpful to novice teachers. Through personal experience with induction practices during the first 2 years of the researcher's career, and eliciting feedback from teachers participating in induction practices through the researcher's career, it is assumed that the practices of providing supportive mentoring and professional development through induction programs is an effective way to allow teachers to "get their feet wet" during the initial stages (1-4 years) of their career.

Another assumption the researcher had prior to starting the study was that mid-career teachers have limited access to meaningful professional development. Working with teachers over the past 25 years in education, the researcher has heard teachers verbalize their frustration regarding limited access to targeted professional development that met their specific needs. For example, teachers who have been teaching in a particular grade level for a period of time may need support with how to teach new content if they're assigned a new grade level. Often times, this was not the case and the teacher was just told where he/she would be teaching without time to plan with grade level colleagues. Meaningful professional development that was focused on the curricular content, classroom management of a new age group and collaboration time about assessments would be examples of meaningful professional development. In addition, mid-career teachers have often expressed concern about numerous district level initiatives and mandates that are implemented without the professional development courses or classes to address the application of the initiatives in the classrooms. Novice teachers often receive course work and collaboration time regarding district initiatives and mandates during their induction

program or through their assigned mentor. Mid-career teachers often hear about the initiatives, such as technology implementation, balanced literacy programs, STEM (Science, Technology, Engineering and Math) curriculum, and assessment tools during an Institute Day for the entire staff prior to the school year. The access to ongoing professional development and collaboration time to discuss these initiatives and mandates is often limited to mid-career teachers and they're left trying to figure them out on their own.

Another assumption made by the researcher prior to the study was that professional development is offered in the districts included in study. Assuming that there was some professional development programs offered, the researcher could ask specific questions to the participants. Throughout the 25 years of experience from the researcher, most districts offer opportunities to participate in professional development, even if it is at a minimal level such as during an annual Institute Day meeting.

A final assumption made by the researcher prior to the study was the misalignment of district and state mandates and teacher professional development needs. Often times as a teacher and administrator, the researcher experienced disconnect between what the district and state enforced regarding essential professional development and what teachers would find meaningful. For example, Institute Day meetings at the beginning of the year often consisted of state mandated health and safety protocol reviews. Follow up meetings after school were dedicated to discussions about procedural material related to these topics. District mandated professional development was focused on programs such as Positive Behavioral and Intervention Supports (PBIS), however most teachers during their mid-career had already participated in the training. Yet, the entire staff would be required to attend this training every year. There was a

misalignment between state and district mandates and what teachers at different stages of their career needed to feel successful.

Limitations

This section identifies potential weaknesses of the study and general scope of the study. A limitation to this study was that teachers in only 2 districts included in study. As opposed to the original 3 districts targeted, 2 districts agreed to comply and allow the researcher to contact teachers within their district. The researcher did not feel this impacted the results or conclusions from this study because there was a variety of experience levels and grade levels and subject areas represented by the sample set. The generalization of the findings may still be applied due to this study's cross-section of teachers from 2 districts and experience levels ranging from 8-18 years. Another limitation was that the researcher was not able to interview teachers face-to-face in their classroom or school environment. Often, research in an authentic setting may allow teachers to be more comfortable when providing personal responses. Finally, a limitation for this study was that the researcher was unable to observe the professional development practices which teachers felt were effective and ineffective. The observations of these professional development programs, courses, classes or discussions may have added information about interactions between mid-career teachers and the actual professional development they have experienced.

Delimitations

Delimitations are conditions or parameters that the researcher includes within the study to limit the scope. In this study, participants were limited to elementary (Kindergarten through 6th grade) teachers. In addition, the researcher only included teachers who had more than 4 years of experience to qualify for the defined group of teachers in their "mid-career". The researcher felt that the findings could be applied to similar contexts or settings.

Definition of Key Terms

Effective will be defined as favorable, advantageous or producing a desirable result. Ineffective will be defined as not being successful as producing a desired result. Institute Day is defined as a day when students are not in attendance, however staff attends typically for a full day of professional development prior to the beginning of the school year. Induction practices are defined as programs that provide supportive mentoring and professional development. Novice teachers will be defined as teachers with zero to four years of experience. Mid-Career teachers will be defined as teachers who have been teaching more than 5 years. Professional Development will be defined as learning in the professional environment such as a school, district office, or off school premises.

Chapter 2
Review of Literature

The goal of this chapter is to provide a summary of the literature over the past 17 years, including the history of professional development, the critical role of professional development, and various professional development models.

The History of Professional Development

Historically speaking, a conscious effort to provide professional development for teachers began in the late 1950s. In 1957, the Soviet Union launched *Sputnik*, which seemed to undermine the United States' effort to conquer the new frontier of space. American schools were held responsible for underpreparing students in math and science and falling behind the Soviet Union in this important scientific endeavor. By 1958, the U.S. Department of Education responded by signing into law The National Defense and Education Act (NDEA) in order to improve the quality of math and science instruction. This law directly affected professional development for K-12 teachers. The professional development courses assumed teachers had a lack of knowledge in content areas, therefore professional development courses were heavily focused in math and science. While well intended, later research indicated that this was not successful and had no effect on science and math learning for students (Michelli & Earley, 2011). This effort may have fallen short because it did not address what teachers actually needed in professional development. The purpose of professional development implementation was driven by societal influences rather than a genuine interest in the growth of teachers and students. Therefore, providing professional development should be targeted to what teachers need rather than an impulsive and ungrounded effort to increase student achievement.

Nearly 30 years after *Sputnik*, there were more comparisons between other countries' success and the United States. This time, it was a comparison between the U. S. and Japanese economy. The Japanese economy, for example, was viewed as flourishing by U.S. business leaders. Once again, the focus for remedy was American school reform. In response, *A Nation at Risk* was published in the early 1980s outlining new recommendations, including stringent requirements for grade-level promotion, high school graduation and course work in content areas, and standardized testing. Professional development practices were implemented to support teachers with these requirements. However, districts depended on outside sources for expertise and implementation of professional development to support the findings in the report (Martin, Kragler, Quatroche, & Bauserman, 2014). Once again, teachers were given little input regarding their own learning and professional development was designed to respond to external mandates rather than actual teacher needs.

Another important milestone in professional development accountability came after the 1995 initial administration of the TIMSS (Third International Math and Science Study). TIMSS provides reliable and timely data on the mathematics and science achievement of U.S. students compared to that of students in other countries. TIMSS data has been collected from students at grades 4 and 8 since 1995 every 4 years, generally (NCES, 2018). Unfortunately, in 1995, students in the United States came up short. Similar to previous examples, the professional development provided to teachers did not necessarily increase student achievement and therefore could be considered overgeneralized. However, there were recommendations regarding how to use TIMMS data to support teachers' professional practice. In a policy brief published by the U.S. Department of Education, it was suggested that American teachers can use TIMSS to

analyze and improve their own practices- for example, by watching videos of other teachers teaching or by taking TIMSS test items themselves. TIMSS has also identified models for professional development, such as the Japanese lesson study groups which have been found extremely effective. The policy brief suggested that changing instruction in the United States not only will require new methods of teacher preparation and professional development, but also may require new approaches to school organization, time, and teaching (United States Department of Education, 1997). Although these recommendations may be helpful to teachers, one may suggest that their input should be included as well regarding specific professional development needs.

Another example of a disconnect between what teachers need to further their professional growth and what they actually receive is highlighted by President George W. Bush's 2001 signing of the No Child Left Behind Act (NCLB). The idea was to hold teachers and districts accountable for state-developed assessment results. The law proposed scientifically based professional development that connected student achievement, the teachers' skills, standards and assessments. This staff development approach was based on a deficit model, assuming instructional flaws lead to low student assessment scores. The "training" approach continued with teacher workshops with prescribed content and sessions related to teaching to the test (Martin, et al., 2014). Again, professional development was administered to teachers in response to a perceived deficit in educational practice, content knowledge and achievement scores of students without much consideration for what teachers themselves felt would improve their own practice.

The most recent educational reform cycle was grounded in the adoption of the U.S. Department of Education initiative Common Core State Standards (CCSS) in 2009, which called for a consistent set of learning standards across states. Other responses to policies such as NDEA and NCLB, the CCSS were fueled by a similar fear that students in the U.S would underperform as compared to their international peers. Professional development, inspired by the CCSS, has taken the form of training modules, workshops, and courses to better understand the standards (Martin, et al., 2014). Currently, research much like this study, could be used to find out if the professional development offered by districts is truly making an impact on improving practice and student achievement.

Regardless of the various terms for professional development, including "in service education", "staff development", and currently "professional learning", *who* and *what* drives professional development seems to remain the same (Sarason, 1971). More recently, discussion about how important professional development is to mid-career teachers and how they need to be connected to their own learning has been in the forefront.

> It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture (Foundation, 2008)

Ongoing professional development opportunities may be essential for mid-career teachers to feel engagement with their own learning and growth. For example, collaboration about modern learning practices such as innovation and technology implementation are just a few

topics mid-career teachers may need in professional development in order to feel their practice is relevant and connected to their students, colleagues and the profession.

Unfortunately, professional development continues to be dictated by the reforms and policy decisions made at the federal and national levels. There is little connection with the needs of teachers at the local level with the training that is provided or how it was mandated for their participation. Although more evidence of teacher participation and buy-in may be present in the mid-21st century, districts may have some work to do with regard to allowing teachers the professional learning they need in order to grow. For example, if federal funding for professional development is reduced, local districts may be faced with challenging decisions on what to spend their district allotted professional development money on. Therefore, allowing teachers to have a great deal of input on what they need with the time and money allotted may benefit both teachers and students. The connection between what teachers need to learn and grow professionally and what they actually receive should match. Wasteful spending by districts on generalized professional development that doesn't address what mid-career teachers need could be detrimental to their morale and create disconnect between teacher learning and practice. Eventually, student learning may suffer from this disconnect.

The Critical Role of Professional Development

In the fall of 2017, it was reported that approximately 50 million students in Kindergarten through 12th grade would be enrolled in our public school system (U.S. Department of Education, 2017). With the complexity and challenges of educating so many students from diverse backgrounds and a wide variety of academic and social/emotional needs, one may

conclude that our teachers need to be engaged with their own learning with targeted professional development to support all students. Asking teachers what they need to support these 50 million students is critical and can drive their ongoing learning- if administrators listen carefully.

Listening and responding to teachers once they enter their "mid-career" stage can be meaningful if tailored to their needs while they become more confident with content and instructional practice knowledge. To support this idea, Johnson (2006) noted that teaching is not a uniform, static profession as many people assert. Rather, it should provide opportunities for individuals to achieve greater expertise in the classroom, expanded influence and ongoing development in their career. This suggests that ongoing professional development can play a crucial role; especially after the requried initial induction supports are completed.

In fact, instructional feedback from administrators through teacher evaluation tools could be considered another form of critical and ongoing professional development. It may be suggested that the evaluation process involves administrators "listening" to teachers as they reflect on lessons and suggesting professional development based on areas of growth. Findings about the principal's role in supporting teachers through ongoing professional development through an evaluation tool have been discussed. As Kraft & Gilmour (2016) suggest, teacher evaluation systems have expanded the role of principals as instructional leaders, but little is known about principals' ability to promote teacher development through the evaluation process. They conducted a case study of principals' perspectives on teacher evaluation and their experiences implementing observation and feedback cycles to better understand whether principals feel as though they are able to promote teacher development as evaluators. Their findings suggest that the evaluation reforms provided a common framework and language that

helped facilitate principals' feedback conversations with teachers. However, they concluded that tasking principals with primary responsibility for conducting evaluations resulted in a variety of unintended consequences which undercut the quality of evaluation feedback they provided. In the study, they suggest five broad solutions to these challenges: strategically targeting evaluations, reducing operational responsibilities, providing principal training, hiring instructional coaches, and developing peer evaluation systems.

Therefore, high qualitiy professional development practices that exist outside of the administrator's feedback is critical. Educational researchers, such as Linda Darling-Hammond (2010) support and provide rationale for ongoing, high quality professional development. The U.S. is much more limited than other high-achieving nations in offering high-quality professional development that produces improved student outcomes and increased teacher effectiveness. Improved student outcomes and teacher effectiveness seem to be reasonable goals for our education system. Therefore, research is needed to define what professional development practices can be implemented to support teachers throughout their careers by improving student learning outcomes.

The effects of recruiting, supporting, and retaining effective teachers should not be underestimated. The critical role of professional development may play a significant role in the aforementioned support of teachers- especially with teachers entering the mid-career stage. Using a U.S. Department of Labor formula, the Alliance for Excellent Education (2005) released a national analysis of teacher attrition costs, which estimated the cost of replacing public school teachers who leave the profession at $2.2 billion per year, and when the cost of replacing teachers who transfer schools is added, that number rises to approximately $4.9 billion per year

(Shockley, 2005). These statistics are staggering however, districts have implemented supportive professional development as a response to these high (and costly) attrition rates. For example, Smith & Ingersoll (2004) found that 80% of teachers in America receive some form of induction support. Even with induction support, the more recent data indicates attrition continues to be at high rates. Additionally, the U.S. Department of Education stated that approximately 419,000 new teachers will be hired in 2015 (National Center for Education Statistics, 2011). However, estimates suggest that between 40 percent and 50 percent of those new hires will leave the education workforce within five years (Ingersoll, 2012). Additional data suggests that 13% of the American workforce of 3.4 million public school teachers either moves or leaves the profession each year (Haynes, 2014). If schools want to support and retain teachers throughout their career, finding out what they need from professional development could be significant; especially after initial supports are completed. Therefore, it may be important to ask, how do we keep teachers engaged with their work and give them what they need to thrive? In the long run, it may be more cost effective to determine teachers' needs while they are at various career stages, rather than bear the cost to replace them.

What follows are the various career stages of teachers with attention to how their needs are different depending upon the amount of time they have spent teaching. Consideration will be given to novice and mid-career teachers to demonstrate the scope of professional development offered at both career stages.

Professional Development for Novice Teachers. Teaching can be challenging. As Baker (2016) posits, challenges can include classroom management strategies. Additionally, the first years of teaching often focus on learning content knowledge and effective lesson planning.

All of these components may be challenging and overwhelming for novice teachers (Bailey, 2015). If, in fact the first years are spent learning content knowledge and classroom management strategies, what happens to mid-career teachers when the support tends to lessen and these challenges continue? First, let's start by examining what professional development support structures many novice teachers receive and why it is important to recognize how this intense support can be effective. However, it may not be enough for teachers to continue to professionally thrive when the intensive support ends, and they no longer need help with lesson plan development or classroom management.

By 2010, 23 states required all new teachers to participate in state funded mentoring programs, but only 19 out of the 23 had standards for selecting, training, and matching mentors. A benefit of states which had standards for induction practices was it allowed teachers to target professional development hours for the improvement of instruction. Another benefit was that mentors and novice teachers were required to form learning communities to discuss lesson planning and collaborate on student assessment data. Effective instructional coaching and professional development included collaborative planning and constructive feedback from experienced teachers who were released (full time) from their classroom duties (Kowal & Steiner, 2007).

In other research describing an effective continuum of support and preparation, Feiman-Nemser (2001) discusses programing educational courses that align with state-wide and local school district expectations for what high quality teaching looks like in the classroom. The consistency between universities offering pre-service education and school districts' requirements may be a crucial piece to sustaining and retaining quality teachers who share

similar curricular knowledge, instructional approaches and assessment strategies beyond their novice years. The induction practices, including quality mentoring programs and continuous professional development opportunities for teachers, are crucial in order to enable teachers to become active teachers in their personal growth as an educators. Thus, the "learning to teach" practice takes place over a long period of time. If this is true, what can districts do to maintain the continual improvement of the teaching practice during their mid-career years?

Research suggests that effective pre-service coursework, induction programs, professional learning communities including collaborative planning, and ongoing constructive feedback serve as initial professional development structures for novice teachers. However, after the novice years are completed and the requirements for induction programs are satisfied, one may argue that teachers enter a crucial time period (post 4th year) when they solidify instructional approaches and effective classroom management strategies. For example, as Danielson (2009) suggests, preservice programs, regardless of their quality, can't adequately prepare teachers for all they need to know. The complexity of the craft requires ongoing teacher learning and that learning to teach is a career-long endeavor. The most experienced teachers acknowledge, frequently with pride, that they are still perfecting their craft years after their initial years in the classroom, and continue to do so throughout their careers.

Professional Development for Mid-Career Teachers. Ongoing teacher learning is at the core of professional development. Martin et al., (2014) suggest that people's capacity to make professional judgments takes four to eight years. At this point, they develop their abilities to make daily judgments effectively at a high expert level. Therefore, one may conclude that investing in continuous professional development tailored to a mid-career teacher's needs may

yield high returns. Professional development should be a long-term commitment and a short-term training fix.

More specifically, teachers may begin to develop their content knowledge more deeply and benefit from effective content-focused professional development at this mid-career stage. To support this, Desimone, Phillips, & Smith (2011) found that professional development is a key mechanism to improving teachers' instruction. In addtion, they found that professional development participation was higher when there was an alignment between state standards and assessments. This information is crucial to have when researching what mid-career teachers need to feel successful and thrive beyond their initial years in the classroom.

In other research on mid-career teacher professional devleopment, West (2012) suggested that as faculty progress in their career, they can become less movitated. The study highlights the important career transition in education from being motivated by technical competance to a focus on value and purpose of teaching during a mid-career stage. The results of the study also suggested that without purposeful engagement with their colleagues on a regular basis, this transition can be hindered and faculty can become isolated from newer staff. The participants indicated that being able to reflect with their colleagues keeps the "staleness" away. Blogs, for example, the study suggested, could provide much needed professional development for faculty who need to share struggles with student behavior, instructional approach and keeping the focus on the future in a positive way. Previous studies supported the attention to mid-career transition and the importance of professional development at this juncture. Bridges (2004) writes about an important transition that often takes place in a person's work-life: from exploring the question of *how (to teach)* to the question of *why (we are teaching).*

More attention and research is required to determine what professional development needs to exist for mid-career educators. This may remind them why they are in the profession and build their confidence as they continue to be effective educators. Teachers of agricultural education are a clear example of mid-career educators who can feel less motivated without attention to their professional development needs.

Nationwide, agricultural education faces a shortage of teachers. Foster, Lawver, & Smith, (2016) suggested that both recruitment and retention efforts are necessary. While extensive research in agricultural education has focused on needs of beginning teachers, less research has focused on needs of agriculture teachers at later career stages. A qualitative study was conducted to explore challenges, activities, and professional development needs of mid-career agriculture teachers. The study narrowly focused on a census of 35 teachers from across the country who applied for a professional development program designed for mid-career agriculture teachers. Mid-career teachers identified lack of time, course planning, and programmatic expectations as challenges or obstacles. The teachers reported a desire to fulfill professional development needs by networking, reenergizing, and improving stress management. Specifically, teachers reported participating in professional organizations, joining a teacher professional network, and connecting with colleagues through the National Association of Agricultural Educators' Communities of Practice for engagement and support. Findings suggest continued professional development offerings and additional research related to mid-career agriculture teachers' well-being are warranted (Smalley, 2017).

Learning to teach is a developmental process that is ongoing. This process begins when a person enters formal schooling and ideally continues throughout life, with good teachers always

becoming better teachers. Teaching is perhaps the only career in which people have such an extended term of development. Unfortunately, nearly all of this growth in teaching is informal, haphazard and idiosyncratic. Only during a minuscule portion of career development are individuals given formal, research-based information on the act of becoming a teacher. More research is needed to examine what teachers need to support their learning throughout their careers; particularly in the mid-career stage (O'Sullivan & Jiang, 2004).

Professional Development Models

The next section will outline various professional development models that are currently in practice. It is important to note that there are professional development opportunities provided to teachers at all levels, however, it might be useful to determine if these opportunities are a "response" to a state or federal mandate, or if they are a response to what teachers at all levels really need.

Professional development models tend to fall into two categories. The "training" model of professional development includes professional conferences and workshops where teachers attend courses provided by outside sources such as educational speakers, writers and specialists. The other model of professional development is "growth-in-practice," which may include principal-led professional development, professional learning communities, peer observation and instructional coaching models. Most recently, a combination of the "training" and "growth- in-practice" models have been accessible to teachers. They include partnerships, networking, and digital and online learning platforms with discussion boards for teachers to learn from colleagues in "real time" (Martin, et al., 2014).

Professional development can be categorized into state mandated courses and courses developed by school districts. State mandated courses such as health and safety topics, emergency response and child protective service procedures are often given to teachers during the allotted professional development time. Locally developed professional development models can be district-driven models in which the school district dictates the courses. This model often includes curriculum initiatives, technology integration, and behavior management courses. Often, teachers want more professional development to be tailored to their needs and they want to be involved in decisions about their own learning. The following section will describe the different models of professional development that can be offered at various levels.

Principal Led and Informal Practices of Professional Development. The principal can offer sustainable professional development support for all teachers. Marks (2003) indicated that the role of the administrator is to ensure that teachers receive support to grow professionally in the areas of instruction and delivery. To endorse this claim, The National Education Association of School Principals (NAESP, 2013) report highlighted the link between teacher retention and leadership. "Pick the right school leader and great teachers will come and stay. Pick the wrong one and, over time, good teachers leave, mediocre ones stay, and the school gradually (or not so gradually) declines" (Mitgang, 2008, p. 3). Data from NAESP suggests that the principal can play a pivotal role in providing professional development support for teachers and sustaining a quality teaching staff. According to Boyd, Grossman, Ing, Lankford, & Wyckoff (2009), substantial research literature has documented high teacher attrition rates, especially in low-performing and high poverty schools: far less research effort has gone into understanding what features of the working conditions in these schools drive this relatively high turnover rate.

Johnson (2006) indicated that working conditions, which include the principal's support, matter in teacher effectiveness and retention include the principal's support, matter in teacher effectiveness and retention. Although the report outlined working conditions such as teaching assignments, relationships among teachers, induction practices, professional development, advocating for students, and curriculum and facilities, the principal's leadership is discussed as an integral part of effective teaching and retention. The principal could be considered a part of the organizational context and serves as a link between the school, community and district office. More recently, in an interview for the Wallace Foundation, Linda Darling-Hammond (2010) expressed the importance of the principal-teacher connection. She cited research supporting the idea that teacher retention can be positively impacted by supportive school leadership encompassing professional development.

There is additional evidence to support how much a principal can affect teacher engagement, job satisfaction, professional learning and retention. For example, The Center for Comprehensive School Reform and Improvement (2007) published a report suggesting that one of the eight core constructs of teacher satisfaction leading to retention is school leadership. The report defined school leadership as creating a trusting, supportive environment that addresses teacher concerns. Teachers who were surveyed indicated that this component was one of the eight core constructs which was linked to their job satisfaction and retention (Kowal & Steiner, 2007). The report also indicated that effective school leaders can support teachers by providing purposeful instructional coaching. The school leader can, in fact, create a supportive environment that teachers need by designing coaching programs with the greatest potential to improve student achievement and teaching practices. Further supporting this statement, the University Council for Educational

Administration (UCEA, 2018) describes three main components that affect teacher job satisfaction including principal effectiveness, school resources (e.g., class sizes, instructional materials, professional development, teacher salaries), and other school characteristics (e.g., total enrollment, geographic location, student characteristics). While each of these three components of teacher working conditions have some influence on teacher turnover, principal effectiveness has the strongest influence on teachers' decisions to stay at or leave a school (Fuller, Pendola, & Young, 2018).

Although research suggests that principal support influences teachers' working conditions, it is important to consider the amount of time principals can offer to teacher professional development support. However, this may be limited and vary based on a number of factors. For example, the daily managerial, logistical, and disciplinary duties may "carve" into the time that could be devoted to classroom observations, timely feedback, and instructional coaching practices from the principal to the teacher. The Center for Public Education (CPE, 2012) indicated that principals are now more than ever focused on student achievement while still retaining their traditional administrative and building manager duties. Because of this, Hull (2012) points out that principals typically work 10 hour days and many believe the job is not "doable" the way it is configured now (Usdan, McCloud & Podmostko, 2000).

Balancing daily managerial responsibilities with supportive leadership practices may be daunting. Drake (1992) indicated that the principal occupies an important position in the school. As the leader of a group of professional, certified teachers, and the coordinator of a cadre of classified personnel, the principal establishes important relationships with the staff (Drake, 1992). In addition to forming important relationships with the staff, other daily tasks include an

enormous amount of responsibility such as student discipline, parent communication, and ensuring students with Individual Education Plans (IEP) are serviced adequately. Other tasks such as effectively implementing teacher evaluation models, programatic scheduling, class enrollment, and being held accountable for student achievement scores can also be priorities for a principal. For example, according to the National Association of Education and School Principals (2013), building leaders need to be educational visionaries; instructional and curriculum leaders; assessment experts; disciplinarians; community builders; public relations experts; budget analysts; facility managers; special program administrators; and expert overseers of legal, contractual, and policy mandates and initiatives. They are expected to broker the often-conflicting interests of parents, teachers, students, district officials, unions, and state and federal agencies, and they need to be sensitive to the widening range of student needs. In some districts, the principal may be the only provider of support and professional development.

Despite all of these responsibilities, principals may still be expected to support teachers in their professional growth. In fact, much of the current research indicates professional development support provided from the principal focuses on novice teachers only. For example, The Public Education Association (2003) outlines the importance of school principals in "making or breaking" a teacher's first years in the profession. New teachers working in schools overseen by principals they describe as effective and competent had a much easier transition into teaching. Teachers gave high marks to principals who made it easy for them to ask questions and discuss problems. The principal has the responsibility of supporting teachers' professional growth, promoting job satisfaction, and providing daily feedback and ultimately retaining staff particularly after initial induction concludes (Protheroe, 2006).

Additionally, Marzano, Waters and McNulty (2005) unpack 21 responsibilities of the school leader which include providing resources for teachers. They conducted a meta-analysis using 69 schools with over 2800 schools, 1.4 million students and over 14,000 teachers, to study effective school leadership practices. One of the main findings was that school leadership does have a significant impact on teacher feelings of success. The study suggested that the administrator's responsibility was to support teachers through ongoing and effective feedback regarding instruction; which could be considered ongoing professional development. Another responsibility of administrators included providing resources which include professional development opportunities for teachers, specifically the fundamentals of classroom management. This method of continuous professional development and feedback from the principal may be important to examine when studying the needs of professional development for mid-career teachers.

What the principal "does" makes a difference. Studies have shown that the principal is the key to success in virtually all school ventures (Rutter, Maugham, Mortimore & Smith, 1979; Murphy, 1991; Newmann & Wehlage, 1995; Quinn, 2002). One of these "school ventures" can be defined as supporting and retaining teachers throughout their career. For example, the principal can set a positive tone for adult interactions and create collaboration between new teachers and veterans. In addition, the principal can foster learning through continuous professional development and increase interdependence of all teachers in the building. Given these conclusions, more research may be needed on how the principal can continue to support teachers; specifically after the intial induction practices are over. Teachers entering their mid-career may benefit from a principal's guidance to promote leadership within the organization and

act as a "broker" in workplace conditions (Johnson, 2006). Teachers' perspectives on the role of the principal have been highlighted in other studies. In a Public Education Association (PEA, 2003) report, examples of teachers' responses on how principal support makes a difference included the clarity in which a principal defined expectations, the availability of a principal for ongoing instructional feedback, and the willingness of the principal to answer frequent questions and concerns, all of which represent a type of professional development (Protheroe, 2006).

In a mixed method research study Boyd et al., (2009) found that 1st year teachers in New York City Public Schools valued administrative support as one of the most influential of all working conditions. One may conclude this influence could be applied to mid-career teachers as well. The working conditions in this study were defined as teacher influence, administration support, staff relations, students, facilities, and safety. Their findings support previous research indicating that the principal's role should be viewed as a supportive instructional leader by motivating teachers and students, identifying and articulating vision and goals, developing high performance expectations, fostering communication, allocating resources, and developing organizational structures to support instruction and learning (Knapp, Copland, Plecki & Portin, 2006; Lee, Bryk and Smith, 1993; Leithwood, Louis, Anderson & Wahlstrom, 2004). If a primary role of the principal is supporting instructional growth in students and teachers as this study suggests, more research is needed to find out what specifically mid-career teachers need from their leadership regarding professional development.

Other studies support the principal's role as supporting (and retaining teachers) novice teachers. For example, Cross (2011) focused on the need for school districts to pay careful attention to the relationship between effective induction programs and principal support when

retaining novice teachers. Her findings were consistent with current research supporting high retention rates as a result of effective multi-layered induction, specifically mentoring, and administrative support systems. The building principal is perceived as having the responsibility for creating a school climate in which new teachers feel that their work matters and that they can improve their practice. Principals can promote this feeling of success by giving continuous and specific feedback to teachers in order to improve their practice. A summary of her findings pose additional questions on how the role of systematic support systems, particularly the principal's role, can impact the continued concern of teacher attrition; especially in more challenging schools across the nation. For example, a common theme in her research was that principals are "too busy" to interact with the new teachers and rarely are able to feedback or substantial support. The "open door" policy was often meaningless, from the new teachers' perspective, if the principal was not invested and available for support.

Additional research exists to support the positive effect of multi-layered professional development, including the principal's support, for teachers. Troutt (2014) suggests that increased teacher retention is affected by induction, mentoring/coaching, engaging in action research, professional development, principal contact, and collaboration with colleagues. This study found that the implementation of Professional Learning Communities (PLC) may assist in the retention of teachers. For instance, PLCs build teacher efficacy, provide professional development, increase job satisfaction, increase teacher morale and enthusiasm, decrease feelings of isolation, and provide a collective responsibility for the education of all students. This quantitative study aimed to isolate two schools--one with high teacher retention and one with low teacher retention. Teachers in both schools were given a survey regarding their job satisfaction,

collaboration, support levels, and teacher retention. The conclusion was that statistical significance was not found for teacher job satisfaction or levels of collaboration between the two schools. On the contrary, levels of support and teacher retention were found to be statistically significant between the high retention school (HRS) and the low retention school (LRS) (Troutt, 2014). The study suggests that additional qualitative research is needed to tease out what levels of support can be offered to increase retention and ultimately keep mid-career teachers engaged with professional learning.

As mentioned earlier, studies have examined the impact of the principal's role in supporting all teachers, regardless of experience. Since the late 1990s, the Wallace Foundation has engaged in multiple ways to examine, understand, and improve leadership in educational settings across the United States. More recently the Wallace Foundation (2010) published a report that studied how the effects of school leadership directly influence school and classroom conditions, as well as teachers themselves, and indirectly influence student learning (Seashore Louis, K., Leithwood, K., Wahlstrom, K., Anderson, S. et al., 2010). This report, six years in the making, is the largest to date to confirm through quantitative data that teachers, principals, district leaders and state policymakers all affect student learning. The study suggests that principals are central figures in the effort. Schools with higher levels of student achievement are more likely to have principals who establish high expectations for students and teachers and are attentive to multiple measures of student success. This research suggests that principals who are attentive to student and teacher needs are highly effective. Leadership matters for students and teachers in order to sustain highly effective schools. The professional development practices that allow principals to support all teachers, including mid-career teachers, may help sustain a highly

effective school and result in teacher satisfaction, engagement, professional growth and eventually student achievement.

Professional Learning Communities. School-based professional development, including the Professional Learning Communities Model (PLC), is another professional development design. It has been suggested that in order for school-based professional development and PLCs to be successful, the climate of the school is an important consideration. As Sarason (1971) posits, improving teaching practices is complex and requires a focus on changes in norms, behaviors and values within the whole school. Sarason argued that when examining professional development, consideration should be given to the social, cultural and organizational structures within the school that affect teachers' willingness to own their learning. In addition, the collegial relationships and teacher leadership that can emerge from this model may be pivotal to ongoing professional development, because they give teachers the opportunity to build their knowledge with what matters to them.

More recently, Richard DuFour (2004) supported the idea of building knowledge about student learning and instructional practices through his extensive work defining professional learning communities. He writes,

> "…the idea of improving schools by developing *professional learning communities* is currently in vogue. People use this term to describe every imaginable combination of individuals with an interest in education—a grade-level teaching team, a school committee, a high school department, an entire school district, a state department of education, a national professional organization, and so on. In fact, the term has been used so ubiquitously that it is in danger of losing all meaning."

The professional learning community model has now reached a critical juncture, one well-known to those who have witnessed the fate of other well-intentioned school reform efforts.

In this all-too-familiar cycle, initial enthusiasm gives way to confusion about the fundamental concepts driving the initiative, followed by inevitable implementation problems, the conclusion that the reform has failed to bring about the desired results, abandonment of the reform, and the launch of a new search for the next promising initiative. By the end of this cycle, another reform movement has come and gone, reinforcing the conventional education wisdom that promises, "This too, shall pass." However, the movement to develop professional learning communities can avoid this pattern, but only if educators reflect critically on the concept's merits. DuFour often refers to the "big ideas" that represent the core principles of professional learning communities such as reflection on student common assessment data to inform instruction and having instructional conversations around this data to close achievement gaps. In his definition of PLCs, he asks how these principles guide schools' efforts to sustain the professional learning community model until it becomes deeply embedded in the culture of the school (DuFour, 2004). When examaning the needs of mid-career teachers, professional learning communities may address an ongoing form of growth and development in their practice.

Professional learning communities have enhanced education from lower grade levels through college years, with many effective results. PLCs provide an environment that encourages professional development, collaboration and innovation among teachers. Research suggests positive school reform occurs when teachers participate in authentic PLCs, with improved student achievement as a by-product (Wilson, 2016).

The main objectives in building professional learning communities are to improve teachers' professionalism and well-being, and create positive impacts on student learning. It is a question of changing the school culture. Antinluoma, Ilomäki, Lahti-Nuuttila, & Toom (2018)

conducted a quantitative study to investigate the maturity level of thirteen Finnish schools as professional learning communities from the perspectives of school culture, leadership, teaching, and professional development. The participants' perceptions indicated a culture of collegiality, trust and commitment as common strengths at all schools. Remaining consistent with the DuFour model of professional learning community structures, the school cultures within the study supported professional collaboration, and the teachers had the knowledge, skills and dispositions to engage in professional collaboration. The challenges were related to structural conditions, especially the lack of collaboration time. It can be suggested that this high level of purposeful collaboration within a professional learning community would benefit all staff.

Peer Observation and Instructional Coaching. Other examples of professional development models are "peer observation and instructional coaching." Bourne-Hayes, (2010) conducted a mixed methods study to determine if there was a difference in attitudes between novice and veteran teachers towards the use of peer observation as a means of professional development at the secondary level. The study highlighted additional factors from teachers' perspectives that enhanced or hindered the use of peer observation as a form of professional development. Analysis of the qualitative data showed that teachers believed that peer observation encourages collaboration, collegiality and learning. Teachers who were surveyed believed that peer observation was used as a tool for change that could lead to teacher effectiveness and a more professional learning community, because they learn the best practices from their colleagues. Peer observation may be an effective and meaningful professional development design for mid-career teachers to remain in the classroom.

In Powers, Kaniuka, Phillips, & Cain's 2016 study on the impact of teacher-led professional development programs, they found that peer coaching through an ITT (Instructional Talk-Through) model was particulary effective for teachers to have an ongoing dialogue on best practice. Peer coaching, different than mentoring, involves a mixed group of novice and experienced teachers regularly collaborating. Although this study focused on teachers from one school district, the results of the study suggested that the ITT model could be an effective professional development model, leading to increased teacher self-efficacy, student achievement, instructional strategies and classroom management. The peer coaching model of professional development could therefore be further explored. As suggested in the report, peer coaching can be built at a local level through the buildng principal and can be an effective professional development model for an entire staff.

Professional Networks. Teachers can also benefit from professional development outside of their own school setting. For example, different settings may provide a neutral space for collaboration with colleagues with networks, coalitions and partnerships (Martin, et al., 2014). Their sole purpose is collaboration and shared purpose without the traditional bureaucratic boundaries. Allen Parker (1979) studied 60 active networks, which had commonalities. They included a strong sense of commitment to an idea, a sense of shared purpose, information sharing, leadership by an effective facilitator, voluntary participation, and psychological support. Networks can provide integrated work that builds consensus among professionals. There are two networks noteworthy that are the most current examples of this model of professional development design; they are The Coalition of Essential Schools (CES) and the National Writing Project (NWP).

The Coalition of Essential Schools has grown from a 12-school consortium to over 100 schools in the network. Since 1984, the network is open to schools, organizations and individuals who pay an annual fee. The principles of professional development for teachers within the network include, viewing the student as a worker and the teacher as a coach, applying goals to all students with a focus on mastery of a limited number of essential skills and resources dedicated to teaching and learning. Members of the CES meet with each other in the fall of every year to share ideas, practices and concerns. In addition, professional development is a network provided mentor websites, and access to 15 affiliate centers which include coaching, and other professional learning opportunities (Martin, et al., 2014).

The National Writing Project began in 1974 in Berkeley, California and is currently a network of over 200 Universities. The project focuses on improving writing instruction and is based on the principle that teachers at every level are the "agents of reform." Professional development programs should, for example, provide opportunities for teachers to collaborate and understand the capabilities of writing development across all grades throughout the various subject areas (Martin, et al., 2014). The principles of reflection, collaboration and application of best practices are a commonality in many of the "growth-in-practice" models.

> Teachers who are well informed and effective in their practice can be successful teachers of other teachers, as well as partners in educational research development, and implementation. Collectively, teacher leaders are our greatest resource for educational reform (NWP, 2012).

Multi-Media Platforms. Virtual learning, as opposed to face-to-face, is becoming more widely used as an alternative and cost effective way to facilitate professional development. For example, delivering effective and differentiated professional development that uses other

professionals to deliver content can be expensive. For example, hiring additional instructional coaches, full time teacher mentors and teacher leaders can be costly to districts who already have a strained budget. For example, Knight (2010) cited that the average cost of an instructional coaching program was found to range from approximately $3,260 to $5,220 per teacher. This can add up quickly, especially with school districts who have prioritized other items in their budgets. In addition, hiring educational speakers, content and behavioral specialists, and others well known in the education realm to provide professional development to teachers can also be financially taxing on a district's budget. Digital platforms, for example, enable teachers to access professional development more broadly. The platforms allow teachers to download lesson plans, view excellent exemplars of best practices, connect with other colleagues in content-related courses, and gain certification.

There is a downside to online learning; it is a lack of the "human" element in face-to-face collaboration and discussion. For example, when professional development is delivered by a presenter to a group of teachers there can be ongoing discussion and reflection in the moment. When this is replaced with online practices or documents, there can be a resulting disconnect between the interactive nature of real-time discourse and online professional development resources, where there is less opportunity for flexibility and growth. However, a digital platform can also offer an alternative for ongoing professional development that is more financially accessible (Martin, et al., 2014). Regardless of professional development design, either digitally or face-to-face, teachers' input is critical to their learning and should be facilitated.

Donelan (2016) reported on another example of digital online professional development for teachers, which is the use of social media platforms for professional purposes. In particular, the study focused on the perceptions and use of social media by academics in the United Kingdom. The study found that, with increasing levels of activity, the number of motivations for using social media increases, as does the perceived number of successful outcomes, including contributions towards career progression. The challenges of using social media were identified as a lack of time and skills to undertake these activities, as well as a negative perception of social media. Recommendations for increasing participation are to provide practical training, including the sharing of good practices, and to initiate dialogues within institutions regarding the potential career progression opportunities that social media may afford.

Further research may be needed to design differentiated professional learning for all teachers in order to meet the ongoing demands of educational reform acts, students with multiple areas of need, and high-stakes accountability. Ultimately, research is needed to discover which of these models can provide mid-career teachers with the most effective professional development, depending on district resources.

Lesson Study. The Teacher Development Trust Organization (2015) defines lesson study as a Japanese model of teacher-led research in which a triad of teachers work together to target an identified area for development in their students' learning. Using existing evidence of best practices, participants collaboratively research, plan, teach and observe a series of lessons in a cycle. Teachers use ongoing discussion with colleagues, reflection and expert input to track and refine their interventions.

Lesson study cultivates teachers' capacity for formative assessment by placing student thinking front and center throughout. Lesson study is a form of professional development in which a team of teachers determines a mathematical focus, collaboratively studies student thinking about the topic, designs a lesson about this content, implements the lesson while collecting detailed evidence of student learning, and reflects on the impact of the lesson on student learning and behavior. The lesson study process encourages careful observation and analysis of student thinking, with the goal of designing and implementing effective teacher responses to student actions. There are four phases of lesson study: (1) Study; (2) Plan; (3) Teach/Observe; and (4) Reflect/Modify (Fischman & Wasserman, 2017).

The practice of lesson study is expanding rapidly in the United States. However, high-quality implementation requires skilled facilitation. In contexts such as the United States where this form of professional development is relatively novel, few teachers have participated in lesson studies, so leaders of lesson study groups do not have that prior experience to draw upon for facilitation. We know little about how leaders who are new to lesson studies learn to do this work and how teachers will find time to collaborate with their colleagues with scheduling restraints. A study to investigate this included two novice teacher developers who were followed for a period of eighteen months, from their first exposure to the literature on lesson study, their participation in lesson study conferences, apprenticeship with an experienced lesson study leader, and their independent conduct of lesson study groups. The results of the study suggested that the facilitators learned to contend with such issues as teacher resistance, the use of time, and the shifting imperatives of directing teachers' work versus stepping back to give teachers

autonomy in determining their collective work. In addition, a lesson study functions as a participant-driven, time-intensive form of professional development, and that, despite its novelty and complexity, teacher developers with strong mathematical and pedagogical backgrounds become reasonably skillful facilitators in a surprisingly short span of time (Lewis, 2016).

Action Research. From the literature reviewed, it is noted that action research, whether conducted individually or collaboratively, has been found to contribute to teachers' ability to investigate their practice with a view of improving students' outcomes and for school improvement as a whole. Action research could be considered a professional development model, and in this sense, may require time and resources dedicated to this type of collaboration. Nevertheless, the success of action research, as with other professional development models, depends on a number of conditions such as motivation, trust, mutual respect, and resources, particularly time spent within the situational context. Time to spend developing lessons based on what teachers observe in their colleagues' classrooms and then collaborating about the success of the lesson is a priority in this model. Additionally, in educational contexts, action research is generally externally mandated; it tends to take place as a fulfillment for programs of higher education. Under these circumstances action research does lead to school and classroom improvement. Still, the question of institutionalizing action research as part of school routines remains a global challenge (James & Augustin, 2018).

Critical Friend Groups. Critical Friends Groups (CFGs) are a form of professional learning communities that have been used for teacher learning in K-12 environments for many years. In order to foster community and learning amongst distributed participants, CFGs are beginning to make their way online (Moore, 2018).

Critical Friends Groups (CFG) are often viewed through the following components: a desire to feel belonging, to contribute, to feel significance, and to have courage to meet the previous components in a positive and socially useful way. CFG are groups of about 10 teachers who meet at least once a month to discuss professional issues regarding interpersonal and pedagogical topics. The group members follow a structured agenda including protocols and time to interact with one another. This model of professional development addresses teachers' need to collaborate and connect about commonalities in an educational context on a regular basis (Curlette, 2014).

Effective Professional Development Models. Although the following research is not necessarily targeted for mid-career teachers, it is important to outline what has been examined regarding previously effective professional development models. This research may then influence the success of future professional development models for mid-career teachers. Borko (2004) provides an overview of what we have learned in the professional development field, about effective professional development programs, and their impact on teacher learning. She suggests some important directions and strategies for extending our knowledge into a new territory of questions not yet explored. For example, she suggests that more research is needed on effective professional development in order to improve our schools.

> …the challenge to the educational research community
> is this: We have much work to do and many questions to
> answer in order to provide high-quality professional development
> to all teachers. It will take many different types of inquiries and a
> vast array of research tools to generate the rich source of knowledge
> needed to achieve this goal. As we engage in all three phases
> of professional development design and research, we must make
> thoughtful, informed decisions about the designs and methods
> most appropriate to the specific questions we are asking (p. 13).

As Borko (2004) posits, there are three phases of research design possible when examining professional development structures in schools. These phases represent one way in which research activities can progress toward the goal of providing high-quality professional development for all teachers. For example, phase 1 research activities primarily focus on an individual professional development program at a single site. Researchers typically study the professional development program, teachers as learners, and the relationships between these two elements of the system. The facilitator and context remain unstudied. In phase 2, researchers study a single professional development program. The program is implemented by more than one facilitator at multiple sites, exploring the relationships among facilitators, the professional development program, and teachers as learners. In phase 3, the research focus broadens to comparing multiple professional development programs, each enacted at multiple sites. Researchers study the relationships among all four elements of a professional development system: facilitators, professional development programs, teachers as learners, and context.

Avalos, (2011) published a review of research over ten years, from 2000-2010, as another method of studying effective teacher professional development. The review synthesized different areas of teacher professional development, including facilitation and collaboration, factors influencing professional development, effectiveness of professional development and issues around the themes. The paper concludes that the research has provided a context for the complexities of teacher professional learning, however, does not take into account the effects or sustainability of professional development over time. Not every form of professional development, even those with the greatest evidence of positive impact, is of itself relevant to all

teachers. Thus, there is a current need to study, experiment, discuss and reflect regarding effective professional development for all teachers, particularly teachers in their mid-career.

To support this claim, Avalos (2011) suggests that reflection processes are integral and more research is needed to understand what teachers need from professional development. For example, the research dealing with teacher reflection is an analysis of needs, problems, change processes, feelings of efficacy, and beliefs. A group explicitly considers the contribution to reflection of narrative methods such as storytelling (about professional development school experiences) and the construction of stories within professional development activities. Although there has been much studied on teacher professional development, we have moved away from the "traditional in-service teacher training" model. Instead, we are beginning to recognize that teacher learning and development is a complex process that brings together a host of different elements and is marked by an equally important set of factors; such as personal experiences, delivery model of the professional development structure, and how often the learning takes place. At the core of this process teachers continue to be both the subjects and objects of learning and development. The study concluded that prolonged interventions are more effective than shorter ones, and those combinations of tools for learning and reflective experiences serve the purpose in a more efficient manner. The results of the research show that diverse formats of professional development have effects of some kind, however we know little about how pervasive these changes are and to what degree they sustain continuous efforts to move ahead.

Comparisons to professional learning from other countries have been useful to understand different models. For example, Martin et al., (2014) discuss what countries such as Finland, Singapore, South Korea and Canada use for professional development models. Finland

uses time spent with colleagues to develop practice collectively, and having a professional development plan that adheres to teachers' needs as they move through their career. In fact, in the last decade Finland has emerged as the leading country in educational achievement. In examining the sources of Finland's dramatic rise to the top, research shows one key element that has impacted Finland's success above all others: excellent teachers. This policy brief summarized the key elements of Finland's successful system, examining teacher preparation, professional learning and development, decision-making systems and practices for curriculum and assessment, future policy issues for Finland, and lessons that the United States can learn from Finland's success (Sahlberg, 2010).

Geeraerts, K., Tynjälä, P., Heikkinen, H., Markkanen, I., Pennanen, M., & Gijbels, D. (2014) further support this research on effective models of professional development in Finland. For example, peer group mentoring (PGM) is a new model designed to support the professional development of teachers. This study examines the experiences of mentees participating in PGM and potential differences in the experiences of teachers in general education and vocational education. It also addresses the mentees' perceptions of the results of PGM with regard to the professional, personal and social dimensions of professional development. The results showed that the teachers saw PGM as an important tool for professional development throughout their teaching careers.

Another example of an effective professional development model originates in Singapore. In this model, teachers are paid as much as engineers and receive collaborative mentoring from colleagues to support their development along personalized learning pathways. Teachers in Singapore follow a model of "teach less" while students "learn more." In South

Korea, there is another example of an effective professional development model that invests in the purposeful training of teachers. This model provides educators with time to collaborate extensively with their colleagues about lesson plans through an online professional development forum. Finally, Canada also invests heavily in their teachers by spending around 50% of its financial resources on research, policy, and professional development. In comparison, the U.S. only spends about 2% on professional development (Martin et al., 2014). In fact, this aforementioned study has also indicated that effective professional development include six components; instructive, reflective, active, collaborative and substantive. Instructive professional development has support for teachers as they gain content knowledge and acquire instructional strategies. Reflective professional development asks teachers to reflect deeply over time and focus on theory-based practice. Active professional development suggests teachers should be engaged in their own learning process. The collaborative component challenges teachers to expand their thinking and the substantive component recommends that professional development is extensive; anywhere between 6-35 hours on a topic. Important consideration should be given to this design as researchers study meaningful professional development for mid-career teachers. The six components may provide a continuum for ongoing learning for all teachers, regardless of number of years spent in the classroom.

Additional research on effective professional development indicates that in order to create an authentic learning experience for teachers, a combination of online networks and learning communities can be powerful. Gaining perspective from mid-career teachers would be critical in designing a district's approach to create ongoing learning experiences and to address their specific professional development needs. Evidence continues to show that teacher

involvement in creating knowledge and learning from others is a significant part of the professional learning, despite the outside pressures of education policy and top-down approaches to professional development (Martin et al., 2014).

Summary. There have been nearly 60 years of implementation of formalized professional development. As teachers continue to improve instructional practices throughout their careers, it may be effective to learn what they want to learn, rather than have it prescribed based on a federal or state response to an economic, social or political issue.

More specifically, teachers in their (1-4 years) may need to learn very different instructional strategies, social emotional and relational skills, pedagogy, content-related topics and classroom management techniques than teachers who are entering their mid-career. To sustain their energy for continuous professional growth and feeling of success may require schools to respond to mid-career teachers' professional growth requests. To support this claim, Snyder (2017) published a report about the need for ongoing research regarding the interaction between veteran teachers (a teacher who is employed 20 years or more) and educational leaders. The study concludes that interviews and surveys could be a form of ongoing research with teachers on the frontlines of change implementation and continuous improvement can only occur as teachers and educational leaders work together for professional growth. This suggests that giving a "voice" to teachers via interviews or surveys can elicit exactly what they need for professional development support.

Although there has been research on effective induction, supportive leadership and professional development design, more research could add to the literature regarding what mid-career teachers specifically need to inform their practices. It is important to note that education

policy and the response from school districts to implement professional development can overlap. However, a better understanding of what teachers need to grow professionally may better serve all teachers. Better learning for teachers can mean better understanding for students. This can take many years to change environment and instruction. Based on professional development research, teachers should be able to set individual learning goals according to their own needs. What better way to do this than to ask them?

Chapter 3
Methodology

The purpose of this investigation is to understand perceived needs of mid-career teachers regarding their own professional growth and development. Specifically, the study will pursue the answer to the following research question: "What professional development practices do mid-career teachers need?"

The researcher felt that investigating what is currently effective and non-effective to teachers within the professional development offered in their district would inform the main research question of what mid-career teachers would continue to find effective. Interview questions were grouped under these three questions:

1. What were teachers' current experiences with professional development that were effective?

2. What were teachers' experiences with professional development that were non-effective?

3. What do teachers need in professional development that would be effective during a mid-career stage?

To adequately investigate these questions and inform the main research question of what mid-career teachers need in professional development, 5 individual interviews were conducted. The interview questions were grouped under two broad concepts which included their experience with effective and non-effective professional development, and what they felt is needed in professional development during their mid-career stage.

Site and Sample Selections. For this study, the researcher utilized a qualitative method to provide an in-depth description of what mid-career teachers need regarding professional development. The researcher invited mid-career teachers from two suburban school districts to participate. It was the researcher's assumption that quantitative means would not capture the teachers' perceptions, feelings, and attitudes associated with specific professional development needs. One of the districts was a private Catholic school and one of the districts was a public school.

The researcher chose to conduct a qualitative study in order to collect empirical data. This includes "personal experiences; introspection; life stories; interviews; artifacts; cultural texts and productions; observational, historical, interactional, and visual texts that describe routine and problematic moments and meanings in individuals' lives" (Denzin & Lincoln, 2000, p. 3). For this study, the researcher specifically utilized interviews and personal experiences to collect the data.

Instrumentation. The researcher conducted teacher interviews to gain a deeper understanding of the sustainability and application of current professional development practices in their district as well as if the practices are meeting their mid-career needs. Gall, Gall, and Borg (2003) state that interviews are valuable tools in collecting data about phenomena that are not directly observable. For example, in this case, the researcher collected data related to intra-personal experiences, opinions, and values regarding their professional development needs during their mid-career.

The criteria for inclusion in the study was a category of mid-career (post 4th year-18th year) as determined by the dissertation committee. This category was based on experiences of the

committee members identifying teachers during the beginning, middle and end of their career. This determination was done prior to the study.

Description of Sample. Prior to the start of the study, the researcher obtained permission from 2 different suburban school districts (District A and District B) to recruit teachers for the individual interviews. District A is comprised of approximately 73 full time equivalent (FTE) teachers with 2 schools. District A has a 34% retention rate for teachers and a 3% mobility rate for students per school year. In addition, District A has professional development resources available on their website including information about Google Classroom, PlanBook Edu, Doodle, Common Core Standards, Achieve 3000, and STEM scopes. All of these resources are instructional tools and curriculum documents that teachers can access on their own. District A does not have professional development courses or a professional development calendar indicated. In addition, District A does not have dates for their designated Institute Day(s). The second district in this study, District B, is located in the southwest suburbs of Chicago.   They have approximately 650 students. District B has a Curriculum Guide and Digital Learning Initiative resources listed for professional development; however they did not have accessibility to any professional development courses listed. In addition, District B did not indicate when their Institute Days were scheduled for or how they were used.

Once teachers from District A and District B indicated their willingness to participate, the researcher conducted the individual interviews. All of the teachers interviewed have been teaching between 5 years and 20, therefore, were a part of the indicated target group. Of the teachers participating in the interviews, 40% had at least 8 years of teaching experience, 40% had 14 years of experience, and 20% had 18 years of experience teaching. Teachers were asked

how many years they had been teaching in their current district; 60% were in their district

between 12-18 years and 40% were in their district less than 4 years. A variety of grade levels

were represented by the teachers in the study. For example, teachers' positions ranged from

teaching English Language Learners, 2nd grade, 3rd grade, 5th grade, 6th grade and Special

Education.   Table 1 provides an overview of the demographic information on the participants in

the study.

   After the researcher secured at least 5 responses from the initial request for an interview from

teachers within the pre-determined mid-career stage, the researcher contacted the selected

teachers by telephone to invite them to participate in the study. When an individual confirmed

that he/she would participate in this study, the researcher sent an individual letter of invitation for

a 45-60 minute interview. In addition, a letter of consent was sent for the participant to sign and

return to the researcher. A copy of the recruitment email letter of consent is provided included in

Appendix A and Appendix B.

      The interviews were conducted by phone for approximately 45-60 minutes. This time

began with reviewing the consent form and informing participant of the purpose of the study. All

interviews were completed after school an hour during the week. Each interview was recorded

by a software program called Audacity and transcribed by a professional transcription service.

The researcher took field notes with every response. Throughout the individual interviews,

teachers frequently expressed gratitude for being able to voice their opinion on what effective

professional development they have had in the past and what specific professional development

they would like offered in their district. Various patterns and concepts emerged from the

interviews. In the following sections, the researcher will break down the data from the

interviews to individually answer the three research questions used to guide the study as well as link the responses to the main research question of what mid-career teachers need in professional development. Data for each question will be presented under the three broad categories and sub categories that emerged.

Data Collection and Analysis. According to Mertens (2005), data analysis in qualitative studies does not take place only at the end of the study, but is an ongoing process. "Qualitative data analysis has sometimes been portrayed as a somewhat mysterious process in which the findings gradually 'emerge' from the data through some type of mystical relationship between the researcher and the source of data" (Mertens, 2005, p. 420). In this study, the researcher utilized the Miles and Hubermann (1994) model of qualitative analysis. They define analysis "as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification" (p. 10). Data reduction used the transcription of the teacher interviews to code and identify themes. More specifically, the researcher used a transcription service, Landmark, to transcribe the audio recordings, conducted through Audacity (a software program), of the interviews into a word document. The interviews were recorded after school by the researcher and the participants individually over a 6 week time period.

In the analysis of all data, grounded theory was used as the framework for developing an understanding of the experiences of the teachers. The use of this theory requires that the researcher perform multiple readings of the data to discover concepts and relationships that exist within the context of the data. (Strauss & Corbin, 1997) To begin the process of generating theory from data, the researcher used open coding to identify the emerging patterns, categories, and themes.

For purposes of this study, open coding was the first level of analysis. With each interview, every word and sentence of the transcript from the recorded interviews were read and reread by the researcher with the objective of determining the overriding meaning of the data. In addition, the researcher used field notes that were taken during the interviews. During this coding process, the words and phrases that emerged as patterns or themes were listed into 34 categories, or "nodes" using the software program called NVivo.

During the second phase of coding, or axial coding, the researcher examined the nodes and began to group the nodes into 3 broad categories of effective and non-effective professional development and what professional development practices would they find effective in their mid-career. Commonalities and patterns in the participants' responses emerged from the data and were analyzed by the researcher for themes. Digitally cutting and pasting from the transcribed notes, specific quotes assisted in determining the validity of the themes that had emerged.

Once the interviews were transcribed, the researcher used a software program, NVivo, to track and categorize the coding of the data from the transcriptions. For example, the researcher used open coding to identify 34 initial categories from the participants' responses. After the initial categories were defined, the researcher used more specific (axial) coding to narrow down the categories which contained similar responses for a particular question.

The researcher identified major themes related to the research questions of what effective professional development and non-effective professional development is experienced by mid-career teachers. These informed the main research question of what professional development practices do mid-career teachers need? The presentation of data provided direct quotes from teachers during the individual interviews that support what professional development is effective,

non-effective and what are the current needs of mid-career teachers in professional development. The discussion will analyze the data from the individual teacher interviews.

Summary. Chapter 3 presented the methodology utilized to collect and analyze the data of this qualitative study. Specifically, this chapter discussed the design of the study, population of participants and research questions use to create the individual interview questions.

Chapter 4
Results

This chapter begins with a basic description of the teachers directly involved in the study. The presentation and analyses of the data of the results include the patterns, commonalities, and discrepancies that are revealed in the study. Patterns and themes that emerged were discussed and the framework for the presentation of the findings in relation to the main research question. The findings from the data analysis are organized to correspond with the research questions. A generalization that summarizes the results is also provided.

Throughout the discussion, the researcher provides specific examples of data to highlight the findings. Data were selected to exemplify the findings that were representative of the research questions. These data include excerpts from individual interviews. Specific examples of typical patterns across the research study are presented.

Table 1

Teacher Demographic Information

Participant	Years Teaching	Grade Level (s)	Years in District
A	18	3rd English Language Learners	20
B	14	2nd	12
C	14	6th	12
D	8	5th	2
E	8	Special Education	4

Specifically, the demographics of the participants include gender, race and geographic area in which their schools were located. All of the participants were Caucasian, female, and taught in districts contained within the Chicagoland suburban area. Their individual schools within the 2 districts varied a bit. One school was a public K-6 elementary building and the other was a K-6 Catholic school. Both districts offered some initial professional development program including a formal mentor. However, the delivery of this mentorship was varied. In addition, both districts offered Institute Day sessions in which the entire staff participated in required professional development. Both of these Institute Days were filled with more of the state and federal mandated programs rather than teacher or district level initiated professional development connected with their vision or goals. Both districts offer some form of ongoing professional development, however, they have very different models of delivery. More specifically, one district in the study has professional development courses that teachers may register for through the district-paid salary lane credits, and the other district has very little opportunity for teachers participate in professional development courses which benefit them financially.

Teachers' experiences with professional development that were effective:

- ➢ Peer Coaching
- ➢ Mentors
- ➢ Building Based Learning Meetings
- ➢ Curriculum Instructional Initiatives
- ➢ Feedback from Administration
- ➢ Release time to collaborate with colleague
- ➢ Assessment Information

➢ Professional Learning Communities

➢ Classes/ Conferences/Courses

1. Teachers' experiences with professional development that were non-effective

   ➢ Subscriptions to Professional Journals

   ➢ Institute Days

   ➢ Mentor

   ➢ Building Based Learning Meetings

2. Professional development needs as a mid-career teacher

   ➢ Standards-based grading

   ➢ Curriculum and Instruction

   ➢ Technology

   ➢ Instructional/peer coaching

   ➢ Time to Collaborate

Interview questions and data collection that addressed the first broad category of informing the research question of whta effective professional development experiences were in place for mid-career teachers resulted in some common themes. Investigating this area informed the main research question of what do mid-career teachers need in professional development. Teachers' experiences with professional development that were effective included peer coaching, mentors, building based professional learning meetings, curriculum instructional initiatives, feedback from administration, release time to collaborate with colleagues, assessment information, standards based grading and classes/ conferences/courses.

The majority described peer observation and coaching model as extremely helpful when learning their practice. One participant indicated that she found "peer observations… (and being able to) reflect on them" was helpful. "It was wonderful to be able to go into other classrooms." (Teacher C) Another teacher indicated that peer coaching "was more tactile, more direct what I would be teaching. It was real time. It was authentic. It prepared me." (Teacher A) Mentoring was indicated as useful, especially in the initial phase of their career and when transitioning to a different grade or subject.

Other teachers indicated that building based professional learning meetings were helpful when they began teaching and currently because it gave them a chance to connect to other teachers in the building and bounce ideas back and forth. One teacher's response related to her colleagues at different grade levels.

> (Teacher A) "Not only were they first-year teachers, but they were all also math teachers with me, which made all the difference cuz they exactly the subject I was teaching and the amount of time we were teaching with all the same."

Feedback from administration was also perceived to be an effective form of professional development. Teachers indicated that ongoing and "in the moment" feedback that building level administration provided was key to their success and provided them an idea of what the administrator is evaluating. They felt that this form of feedback was personal and could be tailored to what they need within the teaching domains to either improve on or celebrate. One participant indicated that the "formal and informal conversations" with the administrator were useful to pinpoint what professional development she needed and what she areas she could improve.

Release time with colleagues to plan, collaborate and share instructional strategies was evident in many responses to the question of what has been effective in professional development. Teachers indicated the time spent sharing with other colleagues and having a release time period to learn from each other was an effective way to develop their practice. One teacher indicated, with passion, that "Full release planning sessions with grade level colleagues" would be extremely effective. (Teacher C)

Teachers also indicated that training on specific assessments such as ACCESS (Assessing Comprehension and Communication in English State-to-State), and MAP (Measures of Academic Progress) was helpful because giving assessments is an important task they are accountable for yearly. They elaborated on how administering the assessments was one component while using the results from the assessments was another component they often have to grapple with. Timely professional development, for example, before and after the assessment is administered to the students supported their efforts with the required student achievement assessments.

Professional Learning Communities (PLCs) were also indicated as helpful, as long as they were implemented with "fidelity". One teacher responded about the advantage of PLCs.

> (Teacher A) "…we meet by grade level, and so I meet with my grade-level team, and we discuss curriculum. We discuss assessment. We discuss any strategies—anything that we need that's related to our classroom instruction within our team."

Teachers felt when their colleagues met for discussing curriculum and students it was meaningful professional development because they had a "set time" to share information.

Professional development that is offered through salary lane classes, professional conferences and classes that can be taken outside of the district for additional certification was also perceived to be effective by teachers in this study. One teacher indicated that she would really benefit from courses that could be given at the building level for professional development and use for follow up in the classroom with teachers. "We work with another district. Obviously, if they could come in and explain, "Hey, if you did this, this, and this," yeah, that would be great." (Teacher C)

Interview questions and data collection that addressed the second broad category of non-effective professional development experiences resulted in some common themes as well. Hearing the perspectives of what was not useful to them in the past does suggest where districts could save time and money when investing in professional development for this target group teachers. When asked, teachers indicated that subscriptions to professional journals, Institute days, formal mentors and building faculty meetings were not particularly effective with improving their practice.

A teacher shared that her mentor who served more like a instructional coach did not necessarily help with improving her practice.

(Teacher A) "…there was not a mentor program for that type of related service (English as Second Language). There wasn't any type where you had a mentor to work with, to provide you feedback, to do trainings specifically for that area that I was teaching."

Other teachers shared that the professional development they received during Institute days and faculty meetings were not helpful due to the "one time" nature of material presented. Teachers, she felt, needed time and preparation for new initiatives and curricular expectations. Therefore, time spent at faculty meetings and during an Institute day a few times a year could

better be used to focus on one topic that teachers needed. She said that her district had a huge undertaking with a software program that wasn't implemented with fidelity. (Teacher C) Another teacher noted that "… the MasteryConnect lady has come in twice, but it's been after the school year started. Unfortunately, we did everything wrong twice." She shared that if well-planned, faculty meetings and Institute Days wouldn't feel as if "PD (professional development) has been happening on the back end rather than the front end." (Teacher B)

After considering the data from questions related to what teachers felt was effective and non-effective professional development, the final group of responses that will be discussed directly relates to the main research question: What do mid-career teachers need in professional development? The responses were grouped into 5 most frequent responses including standards-based grading, curriculum and instruction, technology, instructional/peer coaching and time to collaborate.

Standards-based grading was a prominent need among the teachers interviewed. Although technology was one of the areas teachers indicated they needed more professional development, the practice of grading and assessing on standards was also a need. Teachers expressed concerns that the "old or traditional" way of assigning grades was something they were used to. With a new software program called "Mastery Connect" that teachers are required to use when assigning standards-based grades, they felt it was as if is too much to learn both the technology aspect and the actual expectations of the grading system.

> (Teacher A) "We just started using a program called MasteryConnect for our standards-based grading, which has a big technology component to it. Tryin' to think if there's anything else specifically. On my own, I've gone to a—there's a program called Front Row at the school we use. I've gone to training on that, but then I—we were encouraged to go, but I went on my own. It wasn't like I was told to go."

Another teacher indicated high levels of frustration with the way her district implemented

the program with the teachers without giving ample time to learn components related to new or

the new grading systems.

> (Teacher B) "… so we moved from a traditional (grading) program—your A, B, C, D, F—to standards-based grading this year. We've gotten some in-house—they've hired people to come and work with us a few times after we were supposed to have it moving. It was a little reactive rather than proactive, but we have had—I think I've had three, I guess, PD units blocked with a consultant on MasteryConnect, which is the program we're using for the software program in order to—standards-based grading. We never had any PD on what standards-based grading looks like."

An additional area identified in the interviews was in the area of curriculum and

instruction. One teacher expressed concern about the expectations of teaching required the

Social/Emotional Learning standards without sufficient professional development. "Oh, gosh.

We've not had any PD on it, although we are expected to have that as part of our standards-based

reporting to our students and parents." (Teacher B) She went on to say that when she first began

teaching, she worked with the psychologist and social worker for collaboration, and still depends

on that support to help implement the lessons. Another teacher indicated that professional

development paired with an instructional coach with new curricular initiatives and programs

would be very effective.

> "We had an instructional coach position that would help our teachers within the classrooms. That was helpful. I think it depends on the finances of our district if we have that opportunity or not. This year, we have a mentor program and not so much an instructional coach. We have that. We do have a new curriculum, and we did contracts with a reading instructional coach for a specific subject. Yes, that's been helpful." (Teacher A)

Teachers admit that they are entering a phase where professional development isn't as prevalent as it was when they began teaching. One teacher indicated that "I have to figure out how I'm gonna learn about certain curriculum while I'm not the new teacher in town, in our district, in our school." (Teacher C)

Many teachers indicated the need for professional development support in the area of technology. They often noted that new tools such as Chromebooks, software programs to record student grades and interactive teaching materials were in their classrooms however little training was provided.

In addition, teachers felt little confidence when explaining to parents what (and how) the technology was used in the classroom. A participant admitted that technology has advanced in front of her eyes, and newer teachers could adapt much more quickly. She, however, could benefit from more professional development in this area. She said, "I think there's always places that I can grow. We use it so much more, and we don't have textbooks now anymore. Yeah, I think that could definitely be an area that could be beefed up in the PD." (Teacher C)

Another participant spoke about how little she depended on non-digital materials and that some teachers would really benefit from professional development in technology.

> (Teacher D) "Our entire program is a technology-based program, so homework is done online. Testing is done online. Everything's done online. How to support ourselves, as well as the kids, with, now, everything's digital. There are newer teachers who are really familiar with the digital world, but then there are other teachers who are not comfortable with it. If we had PD on everything that—we have one on one technology throughout our district. What would that look like with the kids? How can we help them? Because, now, they're doing so many things with their Chromebooks. How can we help assist them in all areas with the Chromebooks? That would be a huge one, too.

Peer coaching and observation was another professional development need of the mid-career teachers interviewed. Many teachers discussed the fact their district used to have some form of this type of ongoing support, however, due to scheduling constraints it was nearly impossible to have teachers observing other teachers. They spoke about the benefits of this practice because it gave ample time to seek out colleagues who had successful lessons in certain subject, observe them "in action" and reflect on the lesson afterward. The main issue with this type of practice is the shortage of substitute coverage for classrooms and the fact teachers are missing out on instruction with their own students as they're observing others during the same instructional periods.

> (Teacher A) "It was wonderful to be able to go into other classrooms and see what other people are doing. You seek out someone who you heard was doing something great in the area that you wanted to improve upon. You went into them and picked their brains."

Professional Learning Communities were a common theme within the data. Participants responded positively to the idea and most implementation of a (PLC) in their district. They felt the guided and structured collaboration time was effective and would continue to be useful as they dealt with several upcoming challenges in the classroom.

This type of professional development is taking place in many districts; however the implementation of authentic Professional Learning Communities is widely inconsistent. Mainly, participants responded that the scheduling of PLC time before, during or after school was the major road block of implementation of this type of professional development. Teachers in this study indicated that meeting with grade level colleagues on a consistent basis was helpful beyond discussing logistics. Teachers felt that the sharing of instructional practices, data, use of technology and student concerns was an ongoing need in professional development practices.

(Teacher D) "I think it's just a good way for us to work inside different areas that we all need to improve and grow on. We work really well to do that, and it's a good way for us to be in a—we're a preschool through eight school, so we group into different groups and work on the things we need to work on and then share with everybody.

She continued to indicate that sharing and collaborating with other teachers from different schools would be useful way to spend PLC time.

(Teacher D) "Just to have just more professional development where we were able to— like I said, we haven't had too many yet, and I do enjoy those days when we're getting new ideas and meeting with other teachers from other schools to do things, too."

Some districts often use early release or late start schedules that allow for weekly PLC meeting time for teachers. Typically, with this type of schedule, students have one day a week when they're either coming into school a bit later than the regularly scheduled arrival time, or they're leaving a bit earlier in the afternoon. A teacher indicated that she really wished her district would revert to this type of schedule so that she could meet with her grade level colleagues to share instructional strategies.

(Teacher E) "…we don't have a lot of time together to work, and we like to plan together and implement new things. If we had a time to really sit and do that and come up with new ideas and putting things that we've learned at different conferences together, I think that would give us time to really work and then have time to put that stuff together and then be able to use it in the classroom."

Teachers felt there was disconnect with what they were receiving in professional development and what they needed during their mid-career stage. Teachers felt as if they weren't important enough to attend to during their mid-career. This feeling can lead to dis-engagement from a large number of teachers who have something to learn and offer to the profession. One teacher mentioned the only time she receives feedback on her professional growth and recommendations

on what to pursue in professional development is through her once a year evaluation conference

with her administrator.

> (Teacher A) "Only through our evaluation, I would say, is when we talk to our administrator, and they guide us into what we could look for or where we can—areas that we can work on or areas that we need support in. Other than that, I don't see anybody reaching out to us in that regard."

This statement really illustrates a lack of attention to teacher development and punctuates a

feeling of a "one and done" form of a professional development conversation. Teachers need to

feel relevant enough for building administrators, district level personnel and state legislators to

spend time and money on something other than a once a year evaluative conference as a form of

professional development. This teacher felt as if this was the only time she receives attention to

her professional growth areas.

After mentoring and induction programs conclude during the initial years in the

classroom, it may be the last time teachers are given "real time" support and collaboration. Mid-

career teachers still need this support to continue to feel a part of the professional development

planning and implementation. Providing time for mid-career teachers to collaborate with other

teachers, in all grade levels, may lead to a heightened feeling of engagement.

> (Teacher C) "…we can see some K through eight, how we work on the same string and how we can all relate to each other because, so many times, it's like you don't see the next grade or what they're gonna do higher up and how you're working with them in second grade's going to affect the way they see numbers in eighth grade. Things like that. "

When mid-career teachers can "relate" to other staff members on a regular basis through

collaborative and supportive conversations, it can be a powerful form of on-going and purposeful

professional development. Maintaining an ongoing feeling of engagement with all staff, particularly with mid-career teachers, can lead to a motivated profession.

Connecting with other districts and collaborating with teachers in other districts about the implementation of different programs can provide opportunities to feel engaged and not isolated in their classrooms. Mid-career teachers have asked for the opportunity but have been denied due to scheduling and substitute shortage concerns. Teachers felt this would be helpful to their practice; collaborating with others in real time. This suggests if this practice was implemented, even with virtual opportunities within online blogs and networks, it could avoid the feeling of mid-career teachers being isolated and alone with learning of new curriculum, instructional strategies, assessment practices and analyzing student data.

The results of this study affirm that teachers in their mid-career stage have various needs in the content and application of the professional development offered. The 5 participants responded with similarities and differences in what, how and when professional development is created, implemented and offered in their district. However, common themes did emerge from the data as discussed in the following section.

Chapter 5
Discussion

Research Question. This study investigated what professional development practices mid-career teachers need. The researcher began by asking questions of participants regarding what they felt was effective and non-effective professional development. Then, the researcher asked the direct question of what professional development practices would they like to see continue in their mid-career stage and why they felt this way.

The major themes that emerged from the qualitative data were that professional development needs to be a teacher choice, sustained over time and provide opportunities to collaborate. More specifically, teachers wanted to choose their professional development opportunities, align the available professional development with district initiatives, and collaborate with colleagues during and after professional development opportunities.

There were some discrepancies in the data as well. Teachers did not agree regarding the effectiveness of the professional development offered on Institute Days or how effective professional learning communities were. For example, some teachers felt that the professional development on Institute Days are helpful when it was focused on upcoming curriculum development or implementation of programs that they would have to use during the school year. Others felt the professional development on Institute Days was rushed and did not have a focus. In addition, they indicated that the beginning of the year is hectic and when they have to spend a day with learning a lot of material. They felt this model of a "one and done" professional development session created stress because it kept them from taking care of logistical items that

teachers have to get done before the students arrived. Also, they indicated often times the time spent on the Institute Day was a waste because it wasn't connected to any follow up professional development during the year.

The data revealed a discrepancy regarding the implementation of Professional Learning Communities (PLC). Some teachers viewed their experience with PLC time as effective, while others did not. For example, teachers felt as if PLC time could be effective if used with a purpose and fidelity. For example, purposeful agendas and follow up content areas would be beneficial to a PLC structure and provide effective professional development. They expressed that collaboration time with their colleagues on a weekly basis was effective because they discussed instructional approach, formative assessment data, and had time to process new curriculum together. Conversely, other teachers expressed that their district's PLC time was not used effectively because there wasn't a regularly scheduled collaboration time. In other words, they had to find time outside of the school day to collaborate and found that logistically this wasn't a reality for them; therefore this model was ineffective.

The relational side to leadership may be important when looking at implementation of professional development as well. In order for teachers to have ongoing discussions about improvement with instruction, leadership needs to build trust. Building trust in order to implement effective professional development that is timely, targeted, and effective leaders need to make space for personal conversations about mid-career teachers needs' in professional development. For example, ongoing observations outside of the evaluation cycle could build a rapport with mid-career teachers and allow time for follow up discussions about what feedback

the administrator has and what the teacher feels could benefit their practice. This could avoid the feeling of isolation and provide adaptive professional development.

Similar contexts outside of this study, inside professional environments for example, could use this model of collaborative leadership in order to allow ongoing professional development. Administrators in a school, business or organization that expects professionals to learn content, strategies and communication skills could utilize this model to gain the trust of employees; even teachers who have been teaching for a number of years could respond to their administrators if given the opportunity.

More specifically other (K-6) elementary districts, administrators may apply these findings when discussing professional development programs for both beginning and mid-career teachers. Teachers in both of these groups may need voice, choice and time to collaborate about their available professional development programs that are offered to them. However, it may be important to consider that beginning teachers, unlike mid-career teachers, may need a bit more structured professional development with regard to classroom management and content related courses. Mid-career teachers may have less need for those particular needs due to the practice during the initial years in the classroom.

In addition, this work provides the existing literature on professional development in many ways. For example, the literature review, findings, and discussion highlight the importance of targeting mid-career teachers. Some of the literature on professional development models doesn't specifically target teachers during their mid-career. From the findings of this study, we can conclude that teacher collaboration, voice and choice are important factors when considering how to spend professional development time and money. The discussion highlights the ongoing

frustration of some teachers with their organizations neglecting their needs as professionals. Therefore, more questions and correlations could be in the forefront in later studies with the feelings of isolation and distrust of mid-career teachers and retention factors. This is important work that should continue. Our students and professionals in education are well worth it.

With schools today facing an array of complex challenges, from working with an increasingly diverse population of students to integrating new technology in the classroom and meeting rigorous academic standards and goals, observers (educational community) continue to stress the need for teachers to be able to enhance and build on their instructional knowledge (Rebora, 2004). Teachers felt that having choice in their professional development classes, courses and topics was important to keep them engaged and build on their instructional knowledge during their mid-career. Little time, for example, is given to teachers for their "voice" in professional development. If professional development was tailored to what exactly the teachers needed with regard to age level of students, the subject matter they're currently teaching, the implementation of various technology components, and how often they received the professional development, mid-career teachers may feel more engaged with their own learning.

Teachers indicated that administrators, mostly at the district level, were not pro-active when it came to asking teachers what they needed. They did feel, however, that building level administrators did "listen" more when teachers wanted to take a class on a topic, attend a conference, or ask a colleague to collaborate on a particular lesson. In the researcher's own practice of administering an elementary building, this certainly would be an applicable concept. Listening to teachers throughout the school year, and throughout their career both inside and outside of the evaluation process may guide the professional development that it implemented.

For example, listening to a mid-career teacher express their interests in professional development and, at the same time offering support in other areas in which may be beneficial from the administrator's perspective could support his/her overall growth. A compromise between what the teacher wants or needs and what the administrator observes as a need in professional development could strike a perfect balance.

Teachers also felt that the survey type of inquiry did help give them a "voice" and some ownership for the professional development offered each year, but there was more their district could do to differentiate professional development experience. Teachers were most passionate about this aspect and made it very clear that, especially during this point in their career, this was integral to their professional growth and would directly impact their learning. The voice and choice of teachers could prove to be extremely effective in providing meaningful learning.

Additional discrepancies were noted in the findings such as implementation of an assigned mentor and the effectiveness of building based learning meetings. Some participants felt assigned mentors, especially at the beginning of their career, was a much needed support. The mentors assisted them with building logistics, curriculum planning and general classroom management. Other participants, however, felt their mentors were not effective due to lack of collaboration, focus on content or similar backgrounds. Similarly, participants were not in agreement with the effectiveness of building based meetings that provide professional development. Some participants felt this model of professional development was effective due to the leadership in the building and district. They felt there was a clear purpose to the ongoing meetings. However, some participants felt building based meetings were not scheduled regularly

enough or focused on what professional development they needed to be an effective use of their time.

The second theme that was prevalent was related to the timeliness of the professional development. For example, when professional development is offered during a one day Institute session at the beginning of the school year, this can often be non-effective for teachers. They expressed that they had little to no ownership about topics covered and these days are often used for mandated items such as safety training or updates with medical procedures. An option could be to use the professional development time for content related professional development related to specific content areas. Content specific professional development may address the needs of teachers who transitioned from different grade levels, or who needed to implement inter-disciplinary approaches. The professional development time would give ample opportunity to collaborate and learn new curriculum together. Having a well-planned professional development plan could take the "trial and error" piece out of new curriculum implementation out of the teachers' responsibility and more into a broader vision of professional development.

Teachers are often thinking about many other responsibilities during the first Institute Day such as setting up their classrooms, organizing their lesson plans, getting to know their students' profiles, and familiarizing themselves with curriculum. The last thing they really want to think about is information on the district's vision, goals and new initiatives. Teachers were adamant that careful planning and fore-thought by the district and building level administration would take a more progressive and pro-active plan when thinking about when to deliver meaningful professional development. Often, teachers indicated a model of a year-long implementation plan of 1 or 2 initiatives would be more effective and more positively received

by staff. Planning with the end goal in mind with technology implementation, curricular programs or grading practices, for example, need on-going discussion, collaboration and application processes rather than a one-time session during an initial professional development session on the first day back from summer vacation.

Ongoing, timely and well-planned professional development practices that were offered in increments throughout the year may be effective. When an initiative or program is introduced, teachers could receive training more than once. The timeliness of professional development could also allow for more support and continuous feedback on the initiative, program or practice throughout the year (s). In order for teachers to feel more comfortable with a new a curricular program, technology software, or an assessment framework they may need ongoing support from the publishers of the program or the district throughout the year. Teachers may feel as if there isn't re-occurring support for major instructional shifts or district initiatives, or there isn't any "backfill" on what they learned 2 years ago. Taking time to learn new programs in depth and over time in an organized, well-planned professional development plan may be extremely effective to deepen their learning.

The third theme that emerged was teachers' need to collaborate with their colleagues or administrators as a component of professional development. Sharing instructional strategies by observing and reflecting with colleagues could be a continued form of effective professional development in the mid-career stage. This type of ongoing support can be authentic, interactive and reflective. Teachers observing and reflecting on successful lessons can be a very impactful experience as it is professional development in "real time". It allows colleagues to connect on a professional level in ways a one-time professional development session may not. In the mid-

career stage, learning from others on topics within technology, for example, can be effective to supporting a different way of instructing. Specifically, Chromebooks are utilized in many districts as a device for both students and teachers to interact with learning. Mid-career teachers who have been in the classroom more than 5 years may have experienced a more "traditional" type of teaching with text books, or other paper-pencil activities. Observing and reflecting on how other teachers utilize the technology within a specific lesson could be very powerful.

Whether it was through Professional Learning Communities in the authentic manner that Rick DuFour intended, or through peer observation and coaching, teachers indicated the follow up with their colleagues was extremely important. Planning together as a form of professional development can be a rich opportunity to discuss, think, strategize and use the prior knowledge of other colleagues to share important information. Especially for mid-career teachers who haven't been in mandated curriculum classes or courses in undergraduate or graduate programs, having time to discuss and give feedback on curricular initiatives, lesson planning, and the integration of technology tools may be a key component in effective professional development. Teachers are often given many new curricular programs to implement with fidelity across disciplines; however, there isn't ample time for important collaboration of what that looks like in classrooms. For example, if a new literacy curriculum is introduced to classroom teachers who teach English Literacy, those teachers may need to collaborate with other teachers who teach science and social studies. The integration of subject matter and strategies on how to analyze text, for instance, is a component of the new literacy curriculum, teachers from various disciplines may benefit from having the planning and collaborative discussions in literacy. Often

times, this cross-curricular planning time is not considered by district or building administration as a priority and content area teachers feel isolated from professional development.

Professional development generally refers to ongoing learning opportunities available to teachers and other education personnel through their schools and districts (Rebora, 2004). Previous research supports that on-going professional development is an area that teachers have expressed interest in. "…if districts want real changes in teaching practice, they have to provide ample and ongoing support during implementation. Studies show that effective professional development programs require anywhere from 50 to 80 hours of instruction, practice, and coaching before teachers arrive at mastery (Yoon, 2007). Effective professional development is often seen as vital to school success and teacher satisfaction, but it has also been criticized for its cost, often vaguely determined goals, and for the lack of data on resulting teacher and school improvement that characterizes many efforts (Rebora, 2004).

Additional Findings. After this study was conducted and analyzed, the researcher connected previous research with the results. In 2013, the Center for Public Education study conducted an in-depth study on effective professional development in an era of high stakes accountability. The study's findings directly correlate with the results of this study.

One of the study's main findings was that the most professional development today is ineffective. The study suggested that it neither changes teacher practice nor improves student learning. However, research cited within the study suggests that effective professional development abides by the following principles: The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem. There must be support for a teacher during the implementation stage

that addresses the specific challenges of changing classroom practice. Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice. Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice (CPE, 2013).

Similarly, participants in this study expressed the need for teacher choice, ongoing, purposeful and collaborative professional development in their mid-career stage. This suggests that if districts allowed teachers choice in professional development that is meaningful to them, timely and ongoing sessions with purposeful alignment to district initiatives, and time to participate in collaborative discussions about new curricular programs, technology components and grading practices, their professional confidence as progressive educators and instructional technique may improve. It may be important to note, however, that "teacher choice" from a mid-career teacher may not align with what his/her administrator or district has targeted as a professional development need. Cultural consideration should be made as to how the administrator or district would handle teacher choice within this context. For example, it may be beneficial for the administrator to have established a strong working relationship with the teacher by building trust and confidence in their dialogue, This would allow the teacher to still have "voice and choice" with regard to their professional development wishes and give the administrator an opportunity to use the Danielson rubric, informal observations and ongoing conversations to frame a comprise between the teacher's and administrator's choice when planning professional development.

It is important to note that several popular models for site-based staff development matured during the 2000s, including the now-ubiquitous professional learning communities, also known as "inquiry teams" or "learning teams." In this model, teachers in either grade-level or content-area teams meet several times a week to collaborate on teaching strategies and solve problems. In the most sophisticated examples, teachers set common instructional goals, teach lessons in their individual classrooms, administer informal assessments to determine levels of student mastery, and then regroup as a team to analyze the data together. Then, they pinpoint areas of success, identify areas for improvement, and set goals for future teaching. Often times, however, time to collaborate in professional learning communities can be a challenge for districts. In order to provide enough time for teachers to work together effectively, such models frequently require schools to overhaul their schedules or arrange for a delayed-start time (Honawar, 2008).

Additionally, this study provides another layer of information adding to the current literature about the needs of mid-career teachers. From this study, it is important to point out that the researcher perceived teachers' feelings of isolation, low-motivation, passiveness and non-engagement with their own professional growth could be a result of the lack of differentiated professional development offered to them during mid-career. Mid-career teachers in this study felt in a sense, "left out" of the professional development discussion in their districts. They recognized that new teachers received a lot of support including mentoring from colleagues and their administrators. However, once they entered the mid-career stage the professional development provided was a general attempt to satisfy a requirement for all teachers in the district. This suggests that a "one size fits all" model of professional development doesn't

necessarily address the needs of the entire staff, especially teachers who have had a couple of years of experience and are ready for deeper learning about specific topics. The long term effect of dismissing their needs and continuing to implement infrequent and generalized professional development may lead to complacence. Even more concerning, disregarding their needs during the mid-career stage can lead to disengagement and isolation. When mid-career teachers don't have a voice regarding their needs, and don't feel a part of the decision making regarding what they need for their own professional growth, they can feel isolated.

Once teachers have maximized their professional opportunities offered through salary lane classes or with professional development money provided by their district, they often rely on what is provided at the building level. If those opportunities are not what teachers are interested in, or what they feel will help them develop, there can be a feeling of isolation and disconnect from what the district implements and when they truly need. For example, unlike new teachers, mid-career teachers often receive minimal training technology related topics. In this study, mid-career teachers referenced the fact that technology tools and online resources for students to explore have been implemented in their districts, however, the amount of professional development hasn't matched the need for teachers to collaborate on these topics. Therefore, this forces mid-career teachers to look outside of the district for courses. A feeling of "you're on your own" was prevalent in their responses.

An overwhelming sense of feeling isolation within their district was evident in teachers' responses. During the mid-career stage, powerful conversations could be facilitated outside of an evaluative environment. This may keep teachers' motivation to improve and keep engaged higher…if someone would just listen.

The feeling of isolation and lack of engagement also is evident when mid-career teachers speak about the professional development that is offered but not accessible to all staff members and is not ongoing. The resources that are offered, for example, during district level professional development are not often kept in a single accessible location. When speaking about resources, a mid-career teachers' indicated, "You could probably find an e-mail that had a PowerPoint in it at some point, but yeah, there's no central hub with all the information we've taken. There's no central hub for us to re-access." (Teacher C) This may lead some teachers who didn't attend the professional development sessions in earlier years to feel left out. Teachers need to have access in their professional development in order to continue to be engaged in their work and their profession.

Considering that some teachers return after a maternity leave absence during the mid-career stage, the feeling of isolation can be even more prevalent. Re-engaging these teachers after an absence by providing them with professional development that the staff has received during their absence may have them feel less isolated from the professional learning. (Teacher D) "…bein' outta the classroom for a bit, I feel like things have changed so much, and I really believe it's important to use in the classroom. We have a new tech teacher this year who has been going to a lotta conferences, and she's starting to bring things back to us…" Returning mid-career teachers, feeling like things have "changed so much" even after a brief absence from professional development is an important consideration when addressing what they need to feel engaged.

In addition, teachers who have entered their mid-career stage can feel like they're "catching up" to teaching models which have been in place. For example, co-teaching models

may require modeling, collaboration and time for teachers to work together at length prior to instructing students. Teachers who have been teaching with a one-teacher model for their entire career may find this a challenging transition. (Teacher B) "We're all in this together saying, "We don't know what we're doing," and that feels really, really uncomfortable as a teacher because you want to feel confident in your profession. Unfortunately, we've just not been set up for success." This teacher's feeling of unpreparedness left her with a lack confidence and isolated from any professional development that may have been provided to newer teachers on what a co-teaching model should be.

Based on the responses from this study, it may be suggested that teachers could feel left behind in their mid-career stage which may eventually become disengaged at one of the most pivotal times in their career for growth. Disengagement in professional growth may turn into complacency which does not benefit students or the profession. In order to keep mid-career teachers motivated and feeling a part of the conversation, planning, and the implementation of professional development, we need to listen to them and find ways to accommodate their needs. One size may not fit all. In fact, according to this study, one type of professional development does not meet the needs of all teachers in all categories. Specifically, mid-career teachers deserve professional growth opportunities that meet their needs. Districts spend time and money planning for mandated In-Service and Institute Days. Districts spend time and money providing mandated mentors and induction programs for new teachers entering the field. Districts also spend time and money hiring qualified candidates for their schools and sometimes providing instructional coaching for teachers entering classrooms. Bernard (2008) suggests attention to professional development is critical for instructional improvement.

It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. (Bernard, 2008)

It may be very effective to focus on spending time asking mid-career teachers what they specifically need to grow professionally. If teachers are engaged with meaningful professional growth, eventually this may impact our students' growth by creating an optimal learning environment.

Implications for Practice Policy. When interpreting the data and discussion from this study, implications for practice policy for school districts could begin with questions to consider.

What existing professional development does the district provide? Does the district's current professional development programming align with research about teacher learning? Have all teachers been surveyed about their current professional development needs? Is professional development producing an impact on student and teacher learning? How is spending for professional development tracked by the district and is there more money spent on newer teachers than mid-career teachers? What current in-district professional development can be used to provide coaching and professional learning communities? What external resources can be used to staff coaching and professional learning communities? Is an in-house or consulting model of staffing more cost efficient and effective for the goals of the professional development, or is it better to have a combination of the two? (CPE, 2013)

Recommendations. Teachers deserve professional development that is meaningful and timely; especially when they enter the mid-career stage of the profession when instructional strategies and initiatives can be full of change. Listening carefully to what teachers find effective in their practice to support their learning and growth may increase their confidence, motivation and engagement in their mid-career stage. In fact, Mississippi State Superintendent of Education Carey Wright has implemented a teacher advisory committee who informs the professional development practices and programs. As a result, they have concluded that the significant growth in their NAEP results have improved. She later stated that listening to teachers, supporting them in a timely fashion with professional development and allowing them to lead out policy writing was a key to learning what they truly need to grow in their profession (Wright, 2018).

If professional development isn't planned well, money and time may be wasted. "The consequences of poorly planned or random professional development for teachers in the early to mid-career cycle, are serious. Without input from knowledgeable mentors or supervisors, these teachers can flail about professionally. Without the benefit of individualized staff development plans, they may perpetuate ineffective teaching practices or fail to develop core competencies required to advance to the next rung on the career ladder. Worse yet, when left alone, early to mid-career teachers suffer low morale and can stagnate professionally" (Berl, 2005). One may suggest our teachers and students are worth the effort, attention and devotion to professional growth.

References

Antinluoma, M., Ilomäki, L., Lahti-Nuuttila, P., & Toom, A. (2018). Schools as professional

learning communities. *Journal of Education and Learning, 7*(5), 76-91.

Aud, S., Hussar, W., & Kena, G. (2011). *The condition of education.* United States Department

of Education. National Center For Education for Statistics.

Avalos, B. (2011). Teacher professional development in teaching and teacher education. *Teacher

and Teacher Education, 27*, 10-20.

Bailey, J. (2015). *The challenge of supporting a beginning teacher to plan in primary

mathematics.* Adelaide: Mathematics Education Research Group of Australasia.

Baker, C. G. (2016). A model for online support in classroom management: Perception of

beginning teachers. *Administrative Issues Journal: Connecting Education, Practice, and

Research, Summer 2016, Vol., 6*(1).

Bart, M. (2017, June 20). *Mid-career faculty: How to stay fulfilled, engaged and productive.*

(Copyright Clearinghouse) Retrieved March 15, 2018, from Faculty Focus:

https://www.facultyfocus.com/free-reports/teaching-and-learning-free-reports/mid-

career-faculty/

Bauserman, K., Kragler, S., Martin, L., & Quatroche, D. (2014). *Handbook of professional

development in education.* New York: The Guilford Press.

Berl, P. (2005). *Childcare Exchange.* Retrieved from

https://www.childcareexchange.com/article/developing-early-to-mid-career-

teachers/5016206/

Berl, P. (2005, March-April). Developing early to mid career teachers. *The Early Childhood Leaders' Magazine n162 p6-10 Mar-Apr 2005, 162*, pp. 6-10. Retrieved from www.childcareexchange.com

Bernard, S. (2008, August 13). *Support system: A district focuses on individuals to achieve schoolwide success.* Retrieved October 20, 2018, from Edutopia: https://www.edutopia.org/central-union-professional-development

Borko, H. (2004, November). Professional development and teacher learning; Mapping the terrain. *Educational Researcher, 33*(8), 3-15.

Bourne-Hayes, C. Y. (2010). *Comparing novice and experienced teachers on attitudes about peer observation as professional development.* ProQuest Dissertations Publishing.

Boyd, D., Grossman, P., & Ing, M. (2011). The influence of school administrators on teacher retention decisions. *American Education Reserach Journal.* Retrieved from https://doi.org/10.3102/0002831210380788

Bridges, W. (2004). Transitions: Making sense of life's changes.

Center for Public Education (2000). *The principal perspective: at a glance.* Alexandria: Center for Public Education.

Cross, K. (2011). *Examining the role of principals in the retention of new teachers.* San Rafael, CA: Dominican University of California.

Curlette, W. L. (2014). Curlette, W. L. & Granville, H. G. (2014). The Four Crucial Cs in Critical Friends Groups. The Journal of Individual Psychology 70(1), 21-30. University of Texas Press. Retrieved January 21, 2019, from Project MUSE database. *The Journal of Individual Psychology, 70*(1), 21-30.

Danielson, C. (2007). The many faces of leadership. *Educational Leadership, 65*(1), 14-19.

Danielson, C. (2009). A framework for learning to teach. *Association for Supervision and Curriculum Development , 66*.

Darling-Hammond, L. (2010). *The flat world and education: How america's committment to equity will determine our future.* New York: Teachers College Press.

Darling-Hammond, L., Gardener, M., & Hyler, M. (2017, June). Does investing in teacher professional development make a difference? Washington, D.C.: Center for American Progress.

Denzin, N. K. (2000). *Handbook of qualitative reserach.* Thousand Oaks, California: Sage Publishing.

Desimone, L., Phillips, K., & Smith, T. (2011). Teacher participation in content-focused professional development & the role of state policy. (C. University, Ed.) *Teachers College Record, 113*(11), 2586-2630.

Donelan, H. (2016). Social media for professional development and networking opportunities in academia. *Journal of Further and Higher Education, 40* (5), 706-729 .

Drake, N. M. (1992). *The association between principal influence on teachers and student achievement.* Washington State University. Retrieved February 2018

DuFour, R. (2004). What Is a professional learning community? *Educational Leadership, 61*(8), 6-11.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers college record, 103*, 1013-1055.

Fischman, D., & Wasserman, K. (2017). Developing assessment through lesson study. *Mathematics teaching in the middle school, 22*(6), 344-351.

Foster, D. L. (2016). *National agricultural education supply and demand.* Retrieved from http://aaaeonline.org/resources/Documents/NSD%20Summary_2015.pdf

Foundation, G. L. (Ed.). (2008). *Why Is teacher development important?: Because students deserve the best.* Edutopia. Retrieved from https://www.edutopia.org/teacher-development-introduction

Fuller, E. J., Pendola, A., & Young, M. (2018). *The Role of Principals in Reducing Teacher Turnover and the Shortage of Teachers.* Higher Ed. Charlottesville: University Council for Educational Administration. Retrieved March 15, 2018, from http://www.ucea.org/about-ucea/

Gall, M. D. (2003). *Educational research: An introduction (7th ed.).* Boston: Pearson Education.

Geeraerts, K., Tynjälä, P., Heikkinen, H., Markkanen, I., Pennanen, M., & Gijbels, D. (2015). Peer group mentoring as a tool for teacher development. *European Journal of Teacher Education, 38*(3), 358-377.

Haynes, M. (2014, July 17). *Alliance for Excellent Education.* Retrieved from all4ed.org: http://all4ed.org/reports-factsheets/path-to-equity/

Honawar, V. (2008). Working smarter by working together. *Education Week.*

Ingersoll, R. &. (2004). Do teacher Induction and mentoring matter? *NAASP Bulletin, 88*(638), 28-40. Retrieved from https://repository.upenn.edu/gse_pubs/134

Ingersoll, R. (2012, May). Beginning teacher induction: What the data tell us. *Education Week.*

James, F., & Augustin, D. (2018). Improving teachers' pedagogical and instructional practice through action research: potential and problems. *Educational Action Research, 26* (2), 333-348.

Johnson, S. (2006). *The workplace matters. Teacher quality, retention and effectiveness.* Washington D.C.: National Education Association.

Knight, D. (2010). *The economic cost of instructional coaching.* Kansas City: University of Kansas.

Kowal, J., & Steiner, L. (2007). *Instructional coaching.* The Center for Comprehensive School Reform and Improvement.

Kraft, M., & Gilmour, A. (2016). Can principals promote teacher development as evaluators? A case study of principals' views and experiences. *Educational Administration Quarterly, 52*(5), 711-753.

Lewis, J. (2016). Learning to lead, leading to learn: How facilitators learn to lead lesson study. *The International Journal on Mathematics Education, 48* (4), 527-540.

Marks, H. &. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 370-393.

Martin, L., Kragler, S., Quatroche, D., & Bauserman, K. (2014). *Handbook of professional development in education.* New York, New York: The Guildford Press.

Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works.* Denver, Colorado: Association for Supervision and Curriculum.

Mertens, D. M. (1994). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods (2nd ed.).* Thousand Oaks: Sage.

Michelli, N., & & Earley, P. (2011). Teacher education policy context. In D. I. P. Earley, *Teacher education policy in the United States; Issues and tensions in an era of evolving expectations* (pp. 1-13). London: Taylor & Francis.

Miles, M. B. (1994). *Qualitative data analysis.* Thousand Oaks: Sage.

Mitgang, L. (2008). *Becoming a leader: Preparing school leaders for today's schools.* Retrieved February 23, 2018, from Wallace Foundation: www.wallacefoundation.org

Moore, J. (2018). Exploring five online collaboration tools to facilitate a professional learning community. *TechTrends, 62*(6), 612-617.

NAESP. (2013). *Leadership matters; What the research says about the importance of principal leadership.* National Association of Elementary School Principals.

NCES. (2018). *Trends in Mathematics and Science Study*. Retrieved from https://nces.ed.gov/timss/

NWP core principles. (2012). Retrieved from National Writing Project: www.nwp.org/cs/public/print/doc/about.csp.

O'Sullivan, S., & Jiang, Y. (2004). Becoming a teacher: Can fifth year programs Influence the attitudes of teacher candidates? *Teacher Education, 13*(2), 57-69.

Parker. (1979). *Networks for innovation and problem solving and their use for improving education: A comparative review.* Washington D.C.: Dissemination Process Seminar IV.

Powers, S., Kaniuka, T., Phillips, B., & and Cain, B. (. (2016). The mpact of teacher-lead professional development programs on the self-efficacy of veteran teachers,". *Journal of Research Initiatives, 2*(1).

Protheroe, N. (2006). The principal's role in supporting new teachers. *Principal*, 34-38.

Rebora, A. (2004). Professional Development. *Education Week*.

Remijan, K. (2016). Keeping mid-career teachers with hybrid and part time positions. *Working lives of educators, 11*(18).

Sahlberg, P. (2010). *The secret to finland's success: Educating teachers.* Stanford: SCOPE.

Sarason, S. (1971). *The culture of the school and the problem of change.* Boston: Allyn & Bacon.

Seashore Lous, K., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). *Investigating the links to improve student learning.* Minnesota: Wallace Foundation.

Shockley, R. G. (2005). A national crisis in teacher attrition: What are the costs? *Education*, 110-114.

Showers, B., Joyce, B., & & Bennett, B. (1987). Synthesis of research on staff development: A frmework for future study and a state of the art analysis. *Educational Leadership, 45*(3), 77-87.

Smalley, S. &. (2017). Professional development needs of mid-career agricultural teachers. *ournal of Agricultural Education, 58*(4), 282-290.

Snyder, R. (2017). Resistance to change among veteran teachers: Providing a voice for more effective engagement. *NCPEA International Journal of Educattional Leadership Preparation, 12*(1), 1-14.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research techniques and procedures for developing grounded theory* . London: Sage.

Troutt, A. (2014). *Teacher perceptions of professional learning communities related to teacher retention.* Ann Arbor: ProQuest LLC.

Trust, T. D. (2015). *What is lesson study?* Retrieved from Teacher Development Trust: https://tdtrust.org/what-is-lesson-study

U.S. Department of Education. (2017). *State nonfiscal survey of public elementary and secondary education.* Washington, D.C.: National Center for Education Statistics.

West, E. (2012). What are you doing for the rest of your life? Strategies that foster facutly vitality and development mid-career. *8*(1).

Wilson, A. (2016). From professional practice to practical leader: Teacher leadership in professional learning communities. *International Journal of Teacher Leadership, 7*(2), 45-62.

Wright, C. (2018). Giving teachers a voice. *Education Week*.

Yoon, K. S. (2007). *Reviewing the evidence on how teacher professional development affects student achievement.* Issues and Answers Report. Washington, D.C.: U.S. Department of Education.

APPENDIX A

Recruitment Email

Dear Elementary Teacher,

My name is Amy Christie, and I am a doctoral candidate in the Educational Leadership program at DePaul University. I am reaching out to you to request participation in my graduate research project. **My project seeks to better understand what mid-career teachers need in professional development.** You have been identified as a possible participant in this study because you are currently serving as an elementary teacher. In the event you are not currently serving as an elementary teacher, please disregard the remainder of this email.

If you have been teaching between 5-15 years, you would be in the target range for participation in this study. Participation would consist of an interview that will take approximately 45-60 minutes to complete.

The results from this study could assist in updating the literature on current professional development offered and whether it is meeting the needs of mid-career teachers, and inform school districts regarding the investment of time and money into effective professional development programs.

In order to participate in this study, you will also need to complete a consent form prior to the interview. If you are interested, please respond to: camy15389@gmail.com by 9/30/18.

Thank you in advance for your consideration of participating in this research study.

Ms. Amy Christie
Doctoral Candidate, School of Education
DePaul University

APPENDIX B

Confirmation Email

Dear Teacher,

      As I mentioned on the phone, I am a doctoral student at DePaul University. I am conducting a research study about what mid-career teachers need in professional development.

      Thank you for agreeing to participate in an interview to discuss what your professional development needs are as a mid-career teacher. The names of the participants in this study will not be used in the final study; pseudonyms will be assigned to the participants of the study. At the completion of the study, the researcher will remove all identifiers from the compiled data and erase all audiotapes. All remaining data will be stored in a locked drawer at the home and/or office of the researcher.

      If you are willing to participate, your interview will meet at

      Date
      Place

      The interview will be about an hour, and refreshments will be served.

      If you have any questions regarding this study, please contact me or my dissertation committee chair:

Dr. Barbara Rieckhoff
DePaul University
brieckhoff@depaul.edu

You may also contact the DePaul Office of Research:

Susan Loess-Perez, DePaul University's Director of Research Compliance, in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu.

Please RSVP indicating your willingness to participate in this study. My phone numbers and e-mails are listed below:

Amy Christie
631.617.8038
Camy15389@gmail.com

Thank you for your time and consideration.

APPENDIX C

ADULT CONSENT TO PARTICIPATE IN RESEARCH

What Professional Development Practices do Mid-Career Teachers Need?

Principal Investigator: Amy Christie, Graduate student with anticipated degree: Ed.D.

Institution: DePaul University, Chicago, Illinois, USA

Department (School, College): College of Education

Faculty Advisor: Barbara Rieckhoff, Ph.D. College of Education at DePaul University

What is the purpose of this research?
We are asking you to be in a research study because we are trying to learn more about what professional development districts currently implement for mid-career (post 4th year) teachers and what mid-career teachers additionally need in professional development models. The goal is to determine specific content that would be the most useful for teachers who have 5 years or more in the profession. Ultimately, districts can use this information to design professional development models that improve teachers' practice after their initial support of induction and mentoring is completed. This study is being conducted by Amy Christie, a graduate student at DePaul University as a requirement to obtain her Doctorate of Education. This research is being supervised by his faculty advisor, Dr. Barbara Rieckhoff.

We hope to include about 4 people in the research.

Why are you being asked to be in the research?
You are invited to participate in this study because you have completed 5 years or more in the teaching profession.

What is involved in being in the research study?
If you agree to be in this study, being in the research involves a 45-60 minute interview about your professional development experiences during your 1-4 years of teaching. In addition, you will be asked about what specific needs you have in professional development models during your mid-career (post 4th year) status. For example, questions will ask what are the components of your induction, mentoring or professional development experience that benefited you during your initial (1-4 years) induction, mentoring or professional development experience? What are the components of your induction, mentoring or professional development experience that did not benefit you during your initial (1-4 years) induction, mentoring or professional development experience? What is the nature of professional development in your district? Do you have a

training or a "growth-in-practice" model? Do you have inside of the district Professional Development opportunities? To what degree is it teacher-driven? What networks, collaborations, or partnerships are available to you? How could you use them to deepen your practice? What networks do you want to know more about? Do you have access to school-or district professional learning communities? What kind of community would you choose to join if you had the choice? What challenges do you face in your teaching and how are you addressing them?

The interview will be audio recorded by a software program called Audacity, and transcribed into written notes later in order to get an accurate record of what you said

Your name and district will not be identified in any of the data collection or analysis. For example, when referring to your responses, the researcher will use "teacher A".

How much time will this take?
This study will take about 45-60 minutes of your time. The entire study will take about 6 months to complete.

Are there any risks involved in participating in this study?
Being in this study does not involve any risks other than what you would encounter in daily life. You may feel uncomfortable or embarrassed about answering certain questions. You do not have to answer any question you do not want to. There is the possibility that others may find out what you have said, but we have put protections in place to prevent this from happening.

Are there any benefits to participating in this study?
We hope that what we learn will help school districts determine what specifically mid-career teachers need in professional development. You will not personally benefit from being in this study.

Can you decide not to participate?
Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences, penalties, or loss of benefits if you decide not to participate or change your mind later and withdraw from the research after you begin participating. Your decision whether or not to be in the research will not affect your employment at your school.

Who will see my study information and how will the confidentiality of the information collected for the research be protected?
The research records will be kept and stored securely on the researcher's computer which is password protected. The information will be stored for approximately 6 months, and then after one year or some amount of time, it will be destroyed. Your information will be combined with information from other people taking part in the study. When we write about the study or publish a paper to share the research with other researchers, we will write about the combined

information we have gathered. We will not include your name or any information that will directly identify you. We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is. However, some people might review or copy our records that may identify you in order to make sure we are following the required rules, laws, and regulations. For example, the DePaul University Institutional Review Board https://offices.depaul.edu/research-services/research-protections/irb/Pages/forms-and-templates.aspx. If they look at our records, they will keep your information confidential. There will be transcribers having access to make transcriptions of the recordings.

The audio recordings will be kept until accurate written notes have been made, then they will be destroyed.

What if new information is learned that might affect my decision to be in the study?

Example: If we learn of new information or make changes to any portion of the study, and the new information or changes might affect your willingness to stay in this study, the new information will be provided to you. If this happens, you may be asked to provide ongoing consent (in writing or verbally).

Who should be contacted for more information about the research?
Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study or you want to get additional information or provide input about this research, you can contact the researcher:
Amy Christie
631.617.8038.
Camy15389@gmail.com
Dr. Barbara Rieckhoff, DePaul University
brieckhoff@depaul.edu

This research has been reviewed and approved by the DePaul Institutional Review Board (IRB). If you have questions about your rights as a research subject you may contact Susan Loess-Perez, DePaul University's Director of Research Compliance, in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu.

You may also contact DePaul's Office of Research Services if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

You will be given a copy of this information to keep for your records.

Statement of Consent from the Subject:

I have read the above information. I have had all my questions and concerns answered. By signing below, I indicate my consent to be in the research.

 "By completing the survey [or other study activity] you are indicating your agreement to be in the research."]

Signature:_____

Printed name: _____

Date: _____

APPENDIX D

Teacher Interview Questions for Post 4th Year Teachers

The responses will be audio-recorded by Audacity software program and transcribed by a professional transcription service. This conversation is being recorded for research purposes. Please let me know now if you do not agree to being recorded. You may request that the recording stop at any time.

1. How long have you been a teacher?

2. What grade levels have you taught?

3. What are the components of your induction, mentoring or professional development experience that benefited you during your initial (1-4 years) induction, mentoring or professional development experience?

4. What are the components of your induction, mentoring or professional development experience that did not benefit you during your initial (1-4 years) induction, mentoring or professional development experience?

5. The next few questions will be related to the nature of professional development in your district.

a. Please answer yes or no to the following questions.

Has your district provided you with professional development on prescribed programs

such as:

___AIMS Web. (Y/N)

If yes, how long was the professional development course?

How often are you able to access the professional development course?

___NWEA MAP assessment (Y/N)

If yes, how long was the professional development course?

How often are you able to access the professional development course?

___Wilson Reading Program (Y/N)

If yes, how long was the professional development course?

How often are you able to access the professional development course?

____Recipe for Reading (Y/N)

If yes, how long was the professional development course?

How often are you able to access the professional development course?

____Other. Please describe this program.

6. Please answer yes or no to the following questions.

Has your district provided you with professional development on courses on educational

initiatives and related appraisal topics such as:

___Teacher Evaluations (Y/N)

If yes, how long was the professional development course?

How often are you able to access the professional development course?

___Classroom Management (Y/N)

If yes, how long was the professional development course?

How often are you able to access the professional development course?

___ Positive Behavioral Interventions and Supports (Y/N)

If yes, how long was the professional development course?

How often are you able to access the professional development course?

___ Social Emotional Standards (Y/N)

If yes, how long was the professional development course?

How often are you able to access the professional development course?

____Growth Mindset (Y/N)

If yes, how long was the professional development course?

How often are you able to access the professional development course?

____Positive Psychology (Y/N)

If yes, how long was the professional development course?

How often are you able to access the professional development course?

_____ Executive Functioning (Y/N)

If yes, how long was the professional development course?

How often are you able to access the professional development course?

7. Please answer yes or no to the following questions.

Has your district provided you with professional development on courses on instructional

strategies such as:

____ Backward Design

If yes, how long was the professional development course?

How often are you able to access the professional development course?

____ Balanced Literacy

If yes, how long was the professional development course?

How often are you able to access the professional development course?

____ Essential Questioning

If yes, how long was the professional development course?

How often are you able to access the professional development course?

____ Using Formative and Summative Assessments

If yes, how long was the professional development course?

How often are you able to access the professional development course?

8. Has your district provided you with professional development in technology-related topics? (Y/N)

   a. If yes, which topics?

   b. Do you need more professional development in regarding technology? (Y/N)

   c. If yes, which topics?

9. Have you sought out professional development outside of the district?

   a. If so, when did you do this?

   b. What courses did you take?

   c. Did you find them helpful in your practice?

   d. Did you have to pay for them or did the district reimburse you with money or salary lane credits?

10. Do you have a "**growth-in-practice**" professional development model such as:

____Professional Learning Communities

Do you find these helpful with improving your practice?

Why are why not?

 ____Peer coaching and observation

Do you find these helpful with improving your practice?

Why are why not?

____Instructional coaching

Do you find these helpful with improving your practice?

Why are why not?

____Digital and online platforms to share instructional practice with other professionals

Do you find these helpful with improving your practice?

Why are why not?

11. Are you consulted about your professional development needs? (Y/N)

   a. If yes, how often?

   b. By whom?

   c. What method is used? (Survey, informal conversation, teacher request)

   d. Has this been an effective way to address your professional development needs?

   (Y/N)

   If yes, how?

12. What networks, collaborations, or partnerships are available to you?

   a. How could you use them to deepen your practice?

13. What professional development courses or topics do you want to know more about?

    a. Why?

b. What challenges do you face in your teaching?

c. Are you able to address these challenges through professional development that is currently offered in your district?

14. Which of the following would you choose for a preferred form of professional development in your district?

_____Salary lane classes

_____Building based professional development weekly meetings

_____District Institute Day professional development meetings

_____Instructional coaching from a mentor

_____Subscriptions to professional journals

_____Professional conferences

_____Feedback from building level administration

_____Professional development courses required for certification

_____Full release planning sessions with grade level colleagues

APPENDIX E

IRB Approval

DEPAUL UNIVERSITY Office of Research Services Institutional Review Board 1 East
Jackson Boulevard Chicago, Illinois 60604-2287 312-362-7593 Fax: 312-362-7574

Research Involving Human Subjects
NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION
To: Amy Christie, Graduate Student, College of Education
Date: October 17, 2018
Re: Research Protocol # AC080718EDU
"What Professional Development Practices Do Mid-Career Teachers Need?"
Please review the following important information about the review of your proposed research
activity.
Review Details
This submission is an initial submission. Your research project meets the criteria for Expedited
review under 45 CFR 45 CFR 46.110 under the following categories:
*"(6) Collection of data from voice, video, digital, or image recordings made for research
purposes."*
*"(7) Research on individual or group characteristics or behavior (including, but not limited to,
research on perception, cognition, motivation, identity, language, communication, cultural
beliefs or practices, and social behavior) or research employing survey, interview, oral history,
focus group, program evaluation, human factors evaluation, or quality assurance
methodologies."*
Approval Details
Your research was originally reviewed on August 27, 2018 and revisions were requested. The
revisions you submitted on September 28, 2018 were reviewed on October 11, 2018 and
additional revisions were requested. The revisions you submitted on October 14, 2018 and
October 16, 2018 were reviewed and approved on October 17, 2018.
Approval Period: October 17, 2018- October 16, 2019
Approved Consent, Parent/Guardian Permission, or Assent Materials:
1) Adult Consent, version 10/11/2018 (attached)

Other approved study documents:
1) Recruitment email, "Dear Elementary Teacher," version October 11, 2018 (attached)
2) Email template for sending consent document, version 10/11/2018 (attached)
3) Telephone script for scheduling the interview, version October 11, 2018 (attached)

Number of approved participants: 8 Total
***You should not exceed this total number of subjects without prospectively submitting an
amendment to the IRB requesting an increase in subject number.***

2

Funding Source: 1) None

Approved Performance sites: 1) DePaul University; 2) Norridge School District 80, Norridge, Illinois (non-engaged recruitment site); Charter School of Dunes, Gary, Indiana (Non-engaged recruitment site)

Reminders

☐☐Only the most recent IRB-approved versions of consent, parent/legal guardian permission, or assent forms may be used in association with this project.

☐☐Any changes to the funding source or funding status must be sent to the IRB as an amendment.

☐☐Prior to implementing revisions to project materials or procedures, you must submit an amendment application detailing the changes to the IRB for review and receive notification of approval.

☐☐You must promptly report any problems that have occurred involving research participants to the IRB in writing.

☐☐If your project will continue beyond the approval period indicated above, you are responsible for submitting a continuing review report at least 3 weeks prior to the expiration date. The continuing review form can be downloaded from the IRB web page.

☐☐**Once the research is completed, you must send a final closure report for the research to the IRB.**

The Board would like to thank you for your efforts and cooperation and wishes you the best of luck on your research. If you have any questions, please contact me by telephone at (312) 362-7593 or by email at sloesspe@depaul.edu.

For the Board,

Susan Loess-Perez, MS, CIP, CCRC

Director of Research Compliance

Office of Research Services

　　Cc: Barbara Rieckhoff, PhD, Faculty Sponsor, College of Education